

**DURHAM**



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**QRSE 2022  
CONFERENCE  
HANDBOOK**

**JULY 26<sup>TH</sup> – JULY 28<sup>TH</sup>**

**Pre-conference workshop July 25<sup>th</sup>**



**Durham  
University**

Department of Sport  
and Exercise Sciences

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# Welcome to the 8<sup>th</sup> International QRSE Conference 2022

Dear Delegates,

On behalf of the [Department for Sport and Exercise Sciences](#) (DSES) at Durham University, and the [International Society for Qualitative Research in Sport and Exercise](#) (QRSEsoc), we warmly welcome you to the 8<sup>th</sup> International Conference on Qualitative Research in Sport and Exercise (QRSE2022). Durham is an energetic and historic city with a wide range of local historical artefacts worth exploring such as the [Durham Cathedral](#), [Durham Heritage Sculpture Trail](#) and [Durham City Art Trail](#). The City is also surrounded by vast areas of stunning countryside, such as the [Durham Dales](#) and [North Pennines](#). Fifteen miles to the east, you will reach our dramatic post-industrial [coastline](#), and further north will take you to the beautiful castles and coastline of [Northumberland](#). We hope you have some time to explore Durham and its surrounding areas on this trip. If not, please do consider a future visit, and connect with our Department – home to a leading team of qualitative researchers aiming to make a positive impact on people’s lives through research that addresses inequalities, promotes social justice and ensures better health and wellbeing.

We are very excited about the programme this year, bringing us back primarily in person after a hugely successful conference in 2018 hosted by the University of British Columbia, Canada. We have arranged a series of thought provoking and engaging sessions for you throughout the conference, a presentation from the recipient of the QRSEsoc Early Career Qualitative Researcher Award, a display of conference posters in the iconic Cathedral Cloisters (a hit for any Harry Potter fan!) and three esteemed keynote presentations from Professor Elizabeth Stokoe, Professor Martin Roderick, and Professor Kerry McGannon. For the first time at a QRSE conference, our programme featured two online ‘warm-up webinars’ during July, involving panel discussions around EDI and leadership – two hugely important topics for the progression of the field. Our academic programme is accompanied by a memorable social programme, including a wine reception, BBQ, ECR mentor meetup, and Conference Dinner.

We are grateful for the financial support provided by the [Faculty of Social Sciences and Health](#) at Durham University, and of course QRSEsoc, which has helped maximise the accessibility of QRSE2022 by keeping the delegate costs as low as possible. Finally, these vital and vibrant events are always organised *in addition to* the demands of “the day job”. They simply would not take place without the generosity of the organising committee. Thank you for your time, energy, and enthusiasm, especially over the last 12 months. Our appreciation also extends to our team of DSES student helpers, and to Daryl Dowling, Elaine Halliday and Thomas Ludlow in Event Durham. “Teamwork makes the dream work!”

We hope you agree that QRSE2022 has been worth the wait!

Sincerely,

Drs Cassie Phoenix and Toni Williams  
QRSE 2022 Conference Co-Chairs

# The Organising Committee

THE QRSE 2022 CONFERENCE ORGANISING COMMITTEE CAN BE CONTACTED AT: [QRSE.2022@DURHAM.AC.UK](mailto:QRSE.2022@DURHAM.AC.UK)



**DR CASSANDRA PHOENIX**  
CONFERENCE CO-CHAIR



**DR TONI WILLIAMS**  
CONFERENCE CO-CHAIR



**PROFESSOR BRETT SMITH**



**DR PATRICK JACHYRA**



**DR JAVIER MONFORTE**



**WEI WANG**



**WU ZHUOTONG**



**JAKE NETHERWAY**



## Student Team

Our student team is comprised of students who are studying within the Department of Sport and Exercise Sciences at Durham. They will be wearing purple t-shirts and are here to make your conference experience as enjoyable and stress free as possible. Please speak with them if you need any help or have questions throughout the course of the conference.

Student Team		
Chang Yuan (Jerry)	Hamish Orr	Euan Eyres
James McLeod	Hannah Frais	Reece Perkins



# General Information

## Conference Venue

The QRSE2022 academic programme will be held in the **Calman Learning Centre** and the **Earth Sciences building** on the Lower Mountjoy campus at Durham University. The [campus map](#) below indicates where these two buildings are in relation to the rest of the University. Please follow signs for QRSE2022 located around the campus.

The poster, wine and canapé evening event will be held in the city centre in the Cloisters of **Durham Cathedral**. This is located on the peninsula in the City Centre. The BBQ will be held at **Hatfield College**, which is just behind the Cathedral.

Opposite the Cathedral is **Durham Castle**, where we will hold the conference dinner on Wednesday evening. The square lawned area between the Cathedral and Castle is known as the **Palace Green**.

Delegates have access to the gym, fitness, and changing facilities at **Maiden Castle**. If visiting, notify the front desk on arrival of your delegate status at QRSE.

## Calman Learning Centre

The Calman Learning Centre (map number 43) is the main lecture theatre complex on the University's Lower Mountjoy site. The signage inside can be a little confusing (floor 003 is out of bounds so isn't shown anywhere!). Here's what you need to know (see plans on page 13):

<b>Floor 04</b> (Fourth floor)  "Top Floor"	<b>Dermot Christopherson Room &amp; Kingsley Barrett Lecture Theatre</b> <ul style="list-style-type: none"><li>• <b>Conference Registration is here!</b></li><li>• Routledge book stand</li><li>• <a href="#">Tea/coffee/lunch stations</a></li><li>• Water dispenser</li><li>• Outdoor balcony area with city views</li><li>• Accessible toilets</li><li>• Lift &amp; staircase access.</li></ul>
<b>Floor 02</b> (Second floor)	<ul style="list-style-type: none"><li>• CLC202 <b>Rosemary Cramb Lecture Theatre</b> (green seating!)</li><li>• CLC203 <b>Ken Wade Lecture Theatre</b></li><li>• <b>Techno Café</b> - this is break out seating area (not a café!).</li><li>• Non-accessible toilets.</li><li>• Lift &amp; Staircase access.</li></ul>
<b>Floor 01</b> (First floor)	<ul style="list-style-type: none"><li>• Techno Café – this is break out seating area (not a café!).</li><li>• Accessible toilets.</li><li>• This will become the luggage storage area on Thursday 28<sup>th</sup>.</li></ul>

	<ul style="list-style-type: none"> <li>• Lift &amp; staircase access.</li> </ul>
<b>Floor 00 (Ground floor)</b>	<ul style="list-style-type: none"> <li>• Entrance (at front and from café area) and outdoor space.</li> <li>• CLC013 <b>Arnold Wolfendale Lecture Theatre</b> (pink seating!)</li> <li>• <a href="#">Tea/coffee/lunch station is in the café area</a> (closed for service).</li> <li>• Accessible toilets (1 closed for maintenance).</li> <li>• Lift &amp; Staircase access.</li> </ul>

The ground floor Arnold Wolfendale Lecture Theatre (CLC013) will host the conference opening, keynote, and ECR presentations. It will also be used as one of the rooms for the parallel sessions, along with the Rosemary Cramb (CLC013) and Ken Wade (CLC203) Lecture Theatres on the second floor.

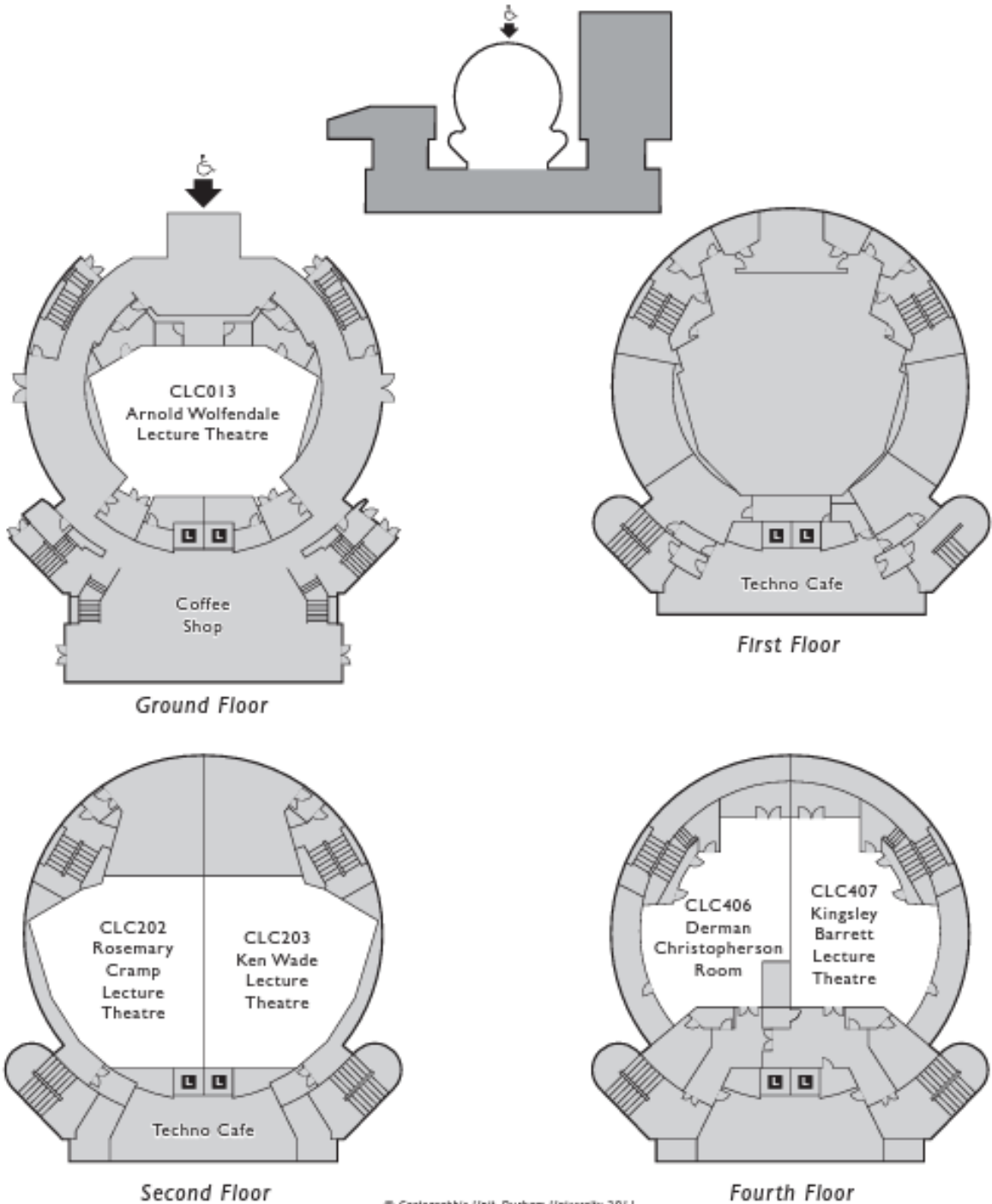
## Luggage Store

For those checking out of accommodation on Thursday 28<sup>th</sup>, luggage can be left in the Techno café (Floor 01, Calman Learning Centre) while you are attending the conference. If you are staying at Collingwood College, there is also an option to leave it there if that is preferable – please discuss with Collingwood reception staff.



# CALMAN LEARNING CENTRE

## Lecture Theatres



© Cartographic Unit, Durham University 2011

# Earth Sciences

The Earth Science rooms are conveniently located next to the Calman Learning Centre. Presentations will take place on the second floor in rooms ES228/229 and ES230/231. The map below shows these as four separate rooms, but we have removed the partitions to provide us with two larger spaces.





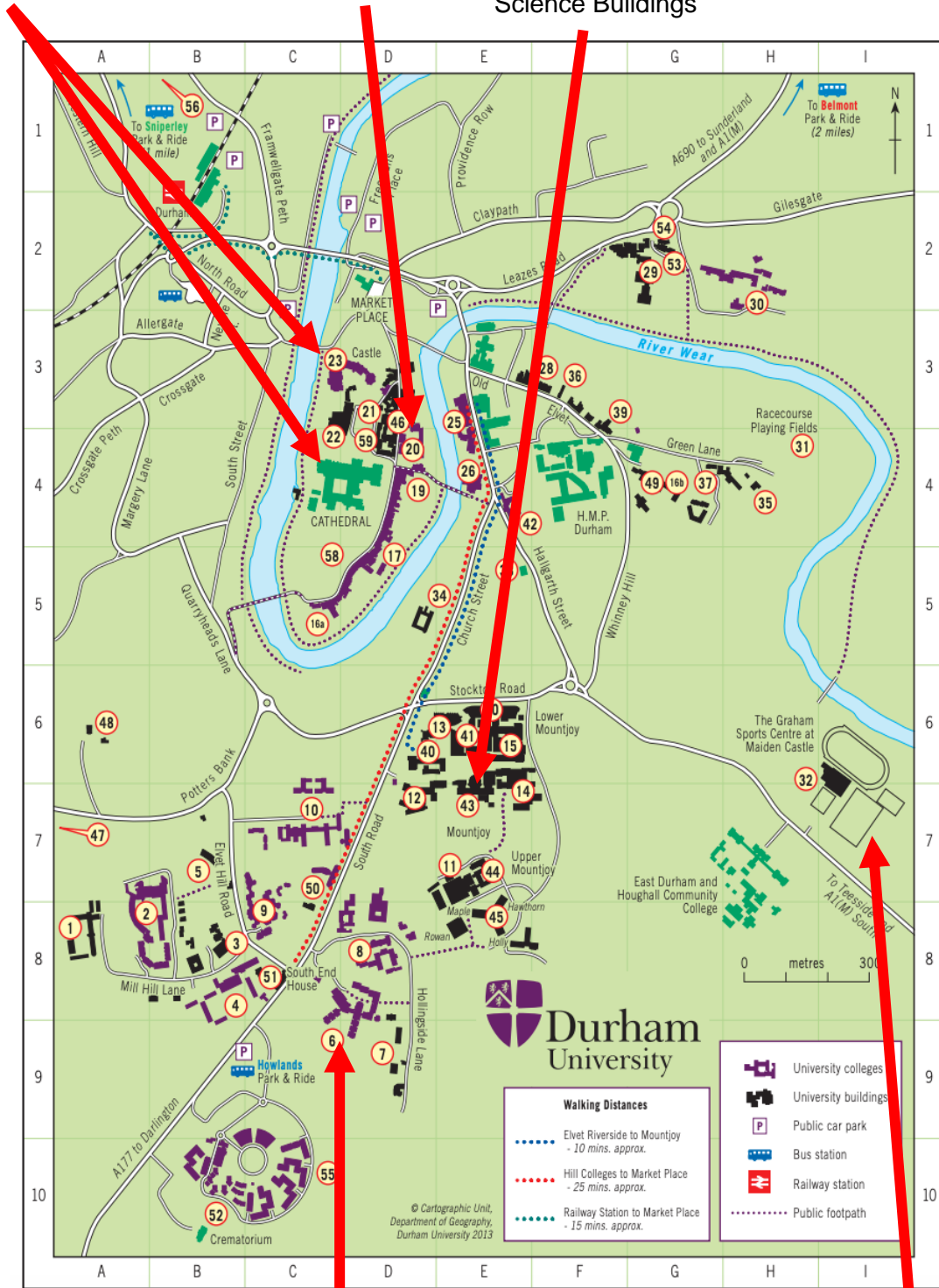
# Durham University Campus Map

An [interactive campus map](#) is available online.

Durham Castle  
Durham Cathedral

Hatfield College

Calman Learning Centre and Earth  
Science Buildings



Collingwood College

Maiden Castle





## Building Accessibility

### Calman Learning Centre

Please refer to the [online accessibility guide](#) for details about this building, including its approach.

### Earth Sciences Department

The Earth Sciences department is next to the Calman Learning Centre and will host oral presentations throughout the conference in rooms ES228/229 and ES230/231. These rooms are located on the second floor of the building. There is a flight of stairs that connect the first and second floors, as well as a lift. Accessible toilets are located on the ground floor next to the lift entrance.

### The Castle (conference dinner)

Please refer to the online accessibility guide for details about this building, including its approach. Specifically, the dinner will be held in the [Great Hall](#). Some delegates might go to the [Undercroft Bar](#) following the dinner, or to the bars in the town centre.



For dinner, tables will be arranged in cabaret style, with 8 place settings per table.

**Important note:** Toilet facilities inside the Castle are small and have stepped access. There is an accessible toilet on the Palace Green (on left hand side as you enter the Green from Owengate). The conference organising committee have arranged that the City Council extend its opening hours to 10pm on 27<sup>th</sup> July.

## Durham Cathedral (poster, wine, and canapé event)

The Cathedral has produced its [own accessibility guide](#), along with contact details for advice. The poster event will be held in the Cathedral Cloisters, which is accessible for wheelchair users.

## Moving Around

Approximate walking/wheeling time to/from Calman Learning Centre:

- Hatfield College: 15 minutes (walking)
- Durham Cathedral and Castle: 20 minutes (walking)
- Maiden Castle: 20 minutes (walking)

If travelling by foot, you might find it easier in comfortable footwear! Durham is a hilly city, and several main streets are cobbled.

[Help for disabled travellers](#) (Durham County Council website)

Taxi: [Durham City Taxi](#) (Tel. 0191 3942468).

Buses: The best option for selecting the most appropriate bus will be to use the Directions feature (adding 'current location' and 'destination') on Google Maps.

## Parking

Parking at the University is limited.

### Collingwood College

Collingwood college has limited parking spaces (free) for those staying there. They are subject to availability and cannot be reserved. Delegates would need to give their registration number to Reception on arrival to ensure they do not get a parking ticket.

If no spaces are available, there is metered parking on Elvet Hill Road.

## Prince Bishop Car Park

Prince Bishop multistorey is the nearest pay and display car park.

## Maiden Castle

Durham University's sport campus offers further parking opportunities.

[Durham Park and Ride](#) (Howlands Farm P&R). Car parks are open 7am – 7pm, Monday to Saturday.

## Contact Information

- A member of the QRSE2022 team will be on, or near to, the Registration desk at all times should you have any questions during the conference.
- Organising committee: [QRSE.2022@durham.ac.uk](mailto:QRSE.2022@durham.ac.uk)
- Conference committee phone: (+00 44) 07392 470 327
  - **Note:** The conference phone is for essential issues/emergency only. Please visit the Registration desk for general enquiries
- Event Durham (Bookings): 0191 334 2887 (main contact: Elaine Halliday)
- Collingwood College reception (accommodation): 0191 334 5000
- Hatfield College reception (accommodation): 0191 334 2663

## The Conference

### Creating An Enjoyable And Inspiring Conference Environment For All

QRSE conferences aspire to be welcoming, inclusive, and supportive spaces for all qualitative researchers in sport and exercise. They attract researchers at *all* stages of their career, from different countries and from across the different disciplinary spaces within our field (e.g., psychology, sociology, coaching, public health etc.). Creating an enjoyable and inspiring conference environment requires us all to show kindness and consideration.

Here are some ways you can do that:

**Be mindful of your airtime** – In Q&A sessions, time is generally short and it's great to hear from as many people as possible. If you have a longer question or comment, or want to draw parallels with your own work, take advantage of the many coffee or lunch breaks to have these extended conversations.

**A conference is not a viva / exam** – Conferences are fantastic spaces where we can expand our ideas, hear different perspectives, talk about early ideas. Our

questions and conversations can, and should, challenge us. Sometimes this can help us to develop our thinking in new and unexpected ways. Importantly, none of us are here to be publicly interrogated, disrespected, or made to feel stupid for somebody else's pointless pleasure. It's just not cool and that's why this style of "engagement" has no place at a QRSE conference.

**We were all new once** – For most of us, it was / is lonely and terrifying!

Seasoned conference-goers - please take some time to introduce yourself and speak to those you have never seen before. Introduce them to others and help build connections.

Newcomers – Conferences do not follow the usual conventions of social interaction\*. It is completely acceptable, expected even, for you to go up to people you have never met and introduce yourself (**top tip**: the easiest of conversation starters is "what is your research about?" – so be ready to ask this, as well as answer it when it comes back to you!). It is also fine to circulate ("lovely to meet you, but I'd also like to just go and speak to ....") and you should not worry about offending, nor feel offended by this. It is what we're here for after all! Sometimes, looking around a room where everyone seems to be talking to someone, it can feel cliquy. Remember though, everybody in the room was new once but over the years, faces that became familiar eventually became good friends (as will most likely be the case for you too). The QRSE conference might be the only time these friends see each other. That's not a reason to stay away – more an explanation of the dynamics.

\*Correction – the usual conventions of not interrupting, and not dropping someone mid conversation because someone else interrupted DO still apply!

## Registration

**When:** Tuesday 26<sup>th</sup> July, 9am onwards.

**Where:** Top floor. Calman Learning Centre.

**What:** Sign in. Collect your conference bag. Tea and coffee will be available.

*Note:* Registration includes your attendance at the entire academic programme, refreshments, lunch, Tuesday's wine and canapé reception at Durham cathedral (Poster event). If you booked a ticket for the BBQ (Tuesday) and Conference Dinner (Wednesday) when you registered for the conference, these will be given to you when you collect your name badge from the registration desk.

## Tea, Coffees, Lunch

To avoid clustering, teas coffees and lunches will be served on the **ground floor** and **top floor** of the Calman Learning Centre. The same refreshments will be served in each location, so please do make the most of both!

## Water

To keep costs down and mindful of environmental impacts of bottled / canned water (the only options available to us), water will not be provided during refreshment or lunch breaks.

A water bottle will be provided in your conference bag. We ask that you fill up at your accommodation at the start of each day. During the day, you can refill from a water dispenser.

Water dispenser locations:

- Registration (top floor of the Calman Learning Centre)
- Chemistry Building (in the atrium by security, building 15 on the map)

## Dress Code

Conforming to shared dress codes can help people feel that they belong. However, in the same way dress codes can exclude. They can make people feel uncomfortable and out of place, that they don't belong in particular settings and spaces. For this reason, there is no dress code for QRSE2022. Instead, we invite you to dress in a way that *you* feel most comfortable. Dress up, dress down, change outfits throughout the day, or wear the same clothes for the entire conference. What you wear is your call and nobody else's.

## Covid-19 Protocol

Current UK Government [guidance for people with symptoms of a respiratory infection, including Covid-19](#) is available online.

This guidance emphasises the important of wearing facemasks in indoor crowded spaces.

The guidance includes information on:

- [What to do if you have symptoms of a respiratory infection, including covid-19, and have \*\*not\*\* taken a covid-19 test.](#)
- [What to do if you have a positive covid-19 test result.](#)

**Note:** There is no longer a mandatory requirement within the UK to self-isolate. You are, however, encouraged "to try to stay at home and avoid contact with other people".

As a conference committee, we are taking the following steps to reduce the risk of Covid spread:

### **Mask Wearing:**

- For those who can, we **encourage mask wearing** (ideally FFP2 standard) in indoor spaces. An FFP2 standard mask will be provided in all conference bags, with spares available at the registration desk.
- We invite Presenters and Session Chairs, to remove their face mask when addressing the group to support accessibility.

### **Covid Tests:**

- We have a number of lateral flow tests that can be collected from the conference registration desk (it would be helpful if you can email [qrse.2022@durham.ac.uk](mailto:qrse.2022@durham.ac.uk) if you are going to collect a test). If needed, we can drop lateral flow tests to Collingwood College and local hotels.

### **Space:**

- We are using large, well-ventilated rooms for our parallel sessions (many of you will be presenting in lecture theatres!)
- For keynote sessions, while our rooms are deemed safe for the planned capacities, we will broadcast the presentations into a parallel lecture theatre for those who would feel more comfortable with extra space.
- We will serve (identical!) refreshments and lunches in two separate locations (on the top floor, *and* in the ground floor café area of the Calman Learning Centre) to minimise congestion and provide greater access to outdoor areas.
- Lunches will be served as individual boxes or packed lunch bags, rather than buffet style.

### **Attendance and Participation:**

- Although planned first and foremost as an in-person conference, we are supporting a [virtual delegate](#) option for part of the programme. If in-person delegates want, or need, to change their registration to this format, please contact the organising committee ([qrse.2022@durham.ac.uk](mailto:qrse.2022@durham.ac.uk)). We will support wherever possible.
- For attendees who decide they would prefer to avoid larger group gatherings, we will refund tickets for the BBQ and / or conference dinner up until midnight on Tuesday 19th July.
- Finally, while we hope you won't need it, we do have a conference [cancellation policy](#).

Thank you for helping us to keep QRSE2022 as enjoyable and accessible as possible by reducing the risk of Covid-19 transmission.

## **Social Media**

- **Twitter:** [@qrse2022](#). Include [#qrse2022](#)
- **Sina weibo official account:** [@qrse2022](#)
- **Wechat official:** [accounts@qrse](#)

Please state at the beginning of your presentation if there is any part of your presentation that you do not want to be recorded or posted onto social media.



To make images accessible for more people, please [include an image description](#) (ALT TEXT).

## Social Programme

### Monday 25<sup>th</sup> July (pre-conference workshop)

#### **Informal Dining in Durham City:**

For delegates who are in Durham on Monday evening, there are many dining options in and around the City Centre. Durham is a relatively small city, and you will come across many of these options as you explore. If there is a particular place where you'd like to eat, we would always recommend booking a table ahead of time to avoid disappointment.

Here are some of our favourites:

- [The Food Pit](#) (Durham Street Food Destination). The Riverwalk.
- [La Spaghetтата](#) (Italian, small and independent) 66 Saddler Street.
- [Turtle Bay](#) (Caribbean cuisine and cocktails). The Riverwalk, Framwell Bridge.
- [Whitechurch Free House](#) Church Street Head – opposite Lower Mountjoy campus.
- [Zen](#) (Thai-Asian dining). Court Lane.
- [Alishaan](#) (Indian) 20-51 North Road.

Some members of the team will gather outside the Calman Learning Centre on Monday 25<sup>th</sup> July at **6:30pm** ready to walk down into town for dinner. You are welcome to join them or make your own arrangements.

If you would prefer to meet in town, contact the committee via email ([qrse.2022@durham.ac.uk](mailto:qrse.2022@durham.ac.uk)) and we will do our very best to connect you!

### Tuesday 26<sup>th</sup> July

#### **Poster, Wine, and Canapé Reception – Cathedral Cloisters (6.30pm):**

Harry Potter fans will not be disappointed as they view the QRSE2022 conference posters within the Cloisters of Durham Cathedral, with wine and canapés.

This centuries old sacred space can be caught in many of the scenes from the Sorcerer's Stone and Chambers of Secrets films. But don't let this stunning location distract you from the fantastic research on display!

**Note:** We are conscious that for those who have travelled to Durham that morning, this has been a long day! Our poster event and wine reception mean dinner (whether you're making your own arrangements or joining the BBQ) will not be available until

quite late in the day. We will be serving canapés at the wine reception but keep this in mind in case you want a quick snack before heading to the Cathedral.

**BBQ – Hatfield College (8pm) [ticketed]:**

Following the wine reception, continue your conversations over dinner at the BBQ. You will be guided from the Cathedral to Hatfield College (5-minute walk/10-minute wheel) where BBQ food will be served.

A licenced bar is on site and accepts cash or card payments.

Please bring your ticket, which if you bought one when you registered for the conference, will be in with your name badge.

Those not attending the BBQ, refer to suggested options for city centre dining above.

## Wednesday 27<sup>th</sup> July

**ECR Mentor Meetup – Calman Learning Centre (8.30am):**

ECRs are invited to head to the top floor of the Calman Learning Centre first thing on Wednesday morning for an hour of individual / small group informal conversations with several experienced scholars. This will be a space for exchanging and learning from collective experiences within the room.

There may be a limited capacity for this event. Please indicate to the conference team at the registration desk when you arrive at the conference if you would like to attend.

Tea, coffee, and fruit will be served.

**Conference Dinner – Durham Castle (6.30pm) [ticketed]:**

Our 3-course conference dinner will be held at the spectacular University College, also known as the Castle. This will be an evening to remember, and we look forward to sharing it with you.

Join us for pre-dinner drinks at 6:30pm for a chance to socialise after a busy Wednesday schedule. Dinner will be served inside the Great Hall at 7:15pm.

Please bring your ticket, which if you bought one when you registered for the conference, will be in with your name badge.

**Note:** Please help the waiting staff by remaining from walking around the room to speak with people at other tables during the meal.

Following the conference dinner, you can continue to socialise in the Great Hall until it closes at 10pm. You are also welcome to visit the Undercroft Bar. This is situated underneath the Great Hall, so [accessibility](#) isn't the best. Alternatively, exit the Palace Green and you'll find yourself back in the city centre where there are plenty of bars.

Those not attending the BBQ, refer to suggested options for city centre dining above.

## Academic Programme

### Posters

Held in the Durham Cathedral Cloisters, the QRSE2022 poster session will undoubtedly be a high point of the conference programme.

Delegates have been invited to consider alternative and more engaging poster designs such as the [Poster 2.0](#) format, which focuses on the most compelling results of their work.

We are holding a Best Poster competition. Our appreciation goes to Routledge Books for sponsoring this competition, and our judges [Professor Brett Smith](#) (Durham University, and President of the International Society of Qualitative Research in Sport & Exercise) and [Professor Lesa Lockford](#) (Bowling Green State University).

Printed posters must be handed in at the conference registration desk by **midday on Tuesday 26<sup>th</sup> July**. Please ensure they are named on the outside.

Electronic versions of posters will be running on a continuous reel in communal spaces throughout the conference. If you wish your poster to be included in this, email the powerpoint file to [qrse.2022@durham.ac.uk](mailto:qrse.2022@durham.ac.uk) by the end of **Monday 18<sup>th</sup> July**.

### Oral Presentations

In-person presenters, please bring your presentation with you on a **pen drive** (we also suggest emailing it to yourself / saving it on a cloud for back-up!) and go to your room **15 mins** before the parallel session begins to upload. There will be someone there to assist you.

**Note:** If you are presenting in [Session 1](#) (Tuesday, 11:45am) please go and upload your presentation when you register. If you are presenting in [Session 9](#) (Thursday, 2:30pm) session, please go and upload towards the end of the lunch break from 12:45pm.

For [virtual presenters](#), it is likely we will ask you to share your screen. However, please email a copy of your presentation to [qrse.2022@durham.ac.uk](mailto:qrse.2022@durham.ac.uk) **24 hours** in advance in case we need it to support the delivery.

Important information about presenting your work:

- Standard oral papers have been allocated a **20-minute slot** (15 mins presentation + 5 mins for questions).
- Symposia sessions have been allocated **1hr 15 minutes**. Use this time in the way that works best for the format you have chosen.
- For accessibility, we will be using **live captioning** with all presentations. This is more accurate when you speak slowly and deliberately, so please be mindful of this as you plan the timing of your presentation.
- All presenters will be required to **use a microphone**. Our technical support team will be on hand to help with this.
- Please be respectful of fellow presenters and **keep to time**. Session Chairs will ask that you stop talking if you reach the end of your designated slot and are still going ... but it's nicer for everyone if they don't have to!

## Keynote Speakers



### Professor Elizabeth Stokoe

*Department of Communication and Media, School of Social Sciences and Humanities Loughborough University, UK*

Elizabeth Stokoe is Professor of Social Interaction at Loughborough University. She conducts conversation analytic research to understand how talk works - from first dates to medical communication and from sales encounters to hostage negotiation. She has worked as an industry fellow at Typeform and is currently on secondment at Deployed. In addition to academic publishing, she is passionate about science communication, and has given talks at TED, New Scientist, Google, Microsoft, and The Royal Institution, and performed at Latitude and Cheltenham Science Festivals. Her book, *Talk: The Science of Conversation*, was published by Little, Brown (in 2018) and she has a co-authored book on *Crisis Talk* which is now available. Her

research and biography were featured on BBC Radio 4's The Life Scientific. She is a Wired Innovation Fellow and in 2021 was awarded Honorary Fellowship of the British Psychological Society.



## Professor Martin Roderick

*Department of Sport and Exercise Sciences, Durham University, UK*

Professor Martin Roderick is currently Head of the Department of Sport and Exercise Sciences at Durham University and is an experienced sociologist undertaking research in the field of 'sports work', with expertise in life-course, biographical and career-related qualitative research. His published research to date has examined the ways in which the social identities of young, elite, and professional athletes develop: his research has interrogated the fashion with which athlete identities are contoured by the structural aspects of their lives. Martin's early research published as a book in 2006, *The Work of Professional Football: A labour of love?* was motivated by a desire to improve the working conditions for all professional athletes, a desire that remains a driving force behind his ongoing research ambitions. Martin has maintained his longstanding research interests connected with the problems associated with work and careers in professional sport, but his more recent focus has concerned the inter-connections among family life, issues of work-life balance, and mental health. Martin has recently completed research funded by the British Academy (2016), examining the effects of public recognition on the private selves of high profile athletes, and for The Football Association (2020), on player experiences of international representation. He recently edited a Special Edition of the *Sociology of Sport Journal* on 'The Sociology of Sports Work, Emotions and Mental Health' and serves on the Editorial Board for *Qualitative Research into Sport, Exercise and Health*.





## Professor Kerry McGannon

*School of Kinesiology and Health Sciences, Laurentian University, Canada*

Kerry R. McGannon is a Professor at Laurentian University, Canada. Her research program advances critical qualitative methodologies (e.g., discourse analysis, narrative analysis) to understand sport and physical activity behaviour. Specific streams of this work explore socio-cultural influences on self-identity and critical interpretations of sport and physical activity and the psychological implications. Professor McGannon also studies the media as a cultural site of self-identity construction within the context of sport, physical activity participation and health. Peer reviewed scholarship includes over 150 publications in refereed journals and scholarly books and the forthcoming co-edited book *Motherhood and sport: Collective stories of identity and difference*. She is Co-Editor of the journal *Qualitative Research in Sport, Exercise and Health*, Associate Editor of the *Journal of Applied Sport Psychology* and *Psychology of Sport and Exercise*.



	Monday 25 <sup>th</sup> July	Tuesday 26 <sup>th</sup> July	Wednesday 27 <sup>th</sup> July	Thursday 28 <sup>th</sup> July
08:30				
08:45			ECR mentor meet up (The Calman Learning Centre @ 8.30am)	
09:00		Registration with tea & coffee (The Calman Learning Centre @ 9am)		Parallel session 7 (9am)
09:15				
09:30				
09:45				
10:00		Conference opening (10am)	Parallel session 4 (10am)	
10:15				
10:30		Keynote 1 (10.30am)		Tea & coffee break (10.30am)
10:45				
11:00	Pre-conference workshops (The Calman Learning Centre @ 11am – 5pm with breaks and lunch included)		Tea & coffee break (11am)	
11:15				Keynote 3 (11.15am)
11:30		Break		
11:45		Parallel session 1 (11.45am)	Parallel session 5 (11.45am)	
12:00				
12:15				LUNCH (12.15pm)
12:30				
12:45		LUNCH (12.45pm)	LUNCH (12.45pm)	
13:00				
13:15				Parallel session 8 (1.15pm)
13:30				
13:45		Parallel session 2 (1.45pm)	ECR presentation (1.45pm)	
14:00			Keynote 2 (2.15pm)	Break
14:15				Parallel session 9 (2.30pm)
14:30				
14:45		Tea & coffee break (2.45pm)		
15:00				
15:15		Tea & coffee break (3.15pm)		
15:30	Parallel session 3 (3.30pm)		Tea, coffee, cake & conference close (3.30pm)	
15:45				
16:00		Parallel session 6 (4pm)	QRSEsoc meeting (4pm)	
16:15				
16:30				
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18:00				
18:15				
18:30		Posters, wine & canapés (FREE event at Durham Cathedral @ 6.30pm)	Pre-dinner drinks (TICKETED Durham Castle @ 6.30pm)	
18:45				
19:00			Conference dinner (TICKETED Durham Castle @ 7.15pm)	
19:15				
19:30				
19:45				
20:00		BBQ dinner (TICKETED Hatfield College @ 8pm)		
20:15				

# Conference Programme & Abstracts

## Programme Overview

**Venue:** The Calman Learning Centre (Arnold Wolfendale CLC013, Rosemary Cramb CLC202, Ken Wade CLC203) and Earth Sciences (ES228/229/230/231) Durham University, Stockton Rd, DH1 3LE

Tuesday 26<sup>th</sup> July

*10.30-11.30 Keynote 1: Professor Elizabeth Stokoe*

Department of Communication and Media, Loughborough University, UK.

**Title: The softness of hard data**

As largely (but not exclusively) qualitative researchers, conversation analysts work with datasets of audio- and video-recorded social interaction 'in the wild'; that is, conversations that are not simulated, role-played, or experimentally produced. Our research focuses on how different words, phrases, and grammar - as well as non-lexical features like ums, uhs, in-breaths and overlaps - all combine to shape what happens next in a conversation. It also reveals a surprisingly systematic and, in some respects, universal machinery that drives everyday life. While conversation analysis is sometimes regarded as the softest of 'soft' qualitative research, I will show that it not only challenges common communication myths (e.g., about body language or gender differences) but can reveal fundamental problems with research data across the 'hard' and 'soft' spectrum, from quantitative data collected in experiments to narrative accounts collected in interviews. Drawing on diverse datasets, including in sport interaction, I will show how simple things like asking 'yes/no' questions in different ways will tilt the answers given. I will also explore the issues raised when we scrutinize the spoken delivery of interview protocols, diagnostic instruments, coaching and communication assessment tools. In contrast to stereotypes, then, I will argue that apparently 'hard' data can be remarkably 'soft', and that it is crucial to understand the ways in which all data are collected.

*Tuesday 26<sup>th</sup> July > Parallel session 1 – 11.45-12.45*

<b>Arnold Wolfendale CLC013</b>	<p>Belinda Wheaton (<i>University of Waikato</i>), Rebecca Olive (<i>RMIT University</i>) <b>Doing collaborative research in settler colonial societies: negotiating politics, ethics and practice in bluespace research in Aotearoa New Zealand.</b></p> <p>Indigenous and First Nations scholars' have long highlighted the myriad of ways researchers continue to prioritise Western research paradigms and reproduce Western knowledge and ways of knowing (Tuhivai Smith, 2012). They advocate for more critical and reflexive understandings of the different assumptions, epistemologies, motivations, and values that inform research practices. In this paper we discuss a collaborative research project on surfing, place and community, and our attempts to understand what conducting "research with responsibility" (Ratna, 2018) means as white, settler, immigrant</p>
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women in Aotearoa. Taking inspiration from Hamilton’s “intersectional reflexivity” (2019), and Māori feminist scholars discussion of (de)colonizing methodologies (Tuhiwai Smith, 2012), we discuss the development of our intersectional, collaborative methodology to help navigate the politics, ethics and challenges of knowledge production in Aotearoa. We show how as settler-coloniser newcomers we navigated our own relationships to place, community and to surfing, striving to better understand and account for the intersectional politics-of-place we are part of as researchers, and as community members. The process we outline enabled us to be aware of, and open to, different worldviews and ways of knowing, and to develop better recognition of the assumptions, motivations and values that informed our research practices and our own privileges. More widely, the paper highlights the importance of challenging taken-for-granted Eurocentric assumptions about wellbeing, ‘nature’, culture, identity and the role of sport within these.

Rob Book (*University of Southern Denmark*), Donka Darpatova-Hruzewicz (*SWPS University of Social Sciences and Humanities*)  
**Reflections on Working with Black Youth from Underserved Communities in the United States: How I Confronted my Whiteness through Critical Collaborative Interrogation.**

This autoethnographic paper provides a temporal and reflexive account of the first author’s lived experiences as a White physical education teacher and sport coach in an all Black urban American high school. By reflecting on the four autobiographical vignettes, the authors showcase the use of an innovative methodological approach to confronting a researcher’s racialized identity. Through critically collaborative interrogation (CCI), they engage in a process of critical discussion to elucidate innate biases and challenge their perspectives vis-à-vis each other’s sociocultural positionality. The authors emphasize the salience of intersectionality in the applied context of sport-for-development (SFD), and demonstrate how research on underprivileged groups can and should be undertaken by all scholars in terms of race, socioeconomic status, ableness, gender or other characteristics.

Suzie Schuster (*University of Waikato*)  
**Embracing vulnerability: The critical practice of reflexivity as a non-Pacific researcher using indigenous methodologies.**

Objectives: This paper focuses on the challenges I have encountered during my Ph.D. journey regarding positionality and the complexities of being an insider-outsider researcher. I am originally from the global North, living in the global South and conducting research with communities in Samoa, my home of 30 years, though geographically located in New Zealand due to border closures. Due to the complex geography, the aim of the research is to inform non-Pacific researchers of the cultural nuances of using Pacific Research Methodology (PRM) and how these features should be centrally placed in Pacific-based research.

Methods: This autoethnographic reflection elaborates the complexities of being both an insider and outsider engaging in research focused on competitive swimming in Samoa while using PRM of talanoa and e-talanoa. The research method uses reflexive analysis drawing on journal entries, personal memoirs, data sources and talanoa transcripts.

	<p>Findings and Discussion: The findings are housed in vignettes, drawing on creative non-fiction practices analysis approach. I present memories that initially positioned me in Samoa and use self-reflexivity to analyse my position within present-day research. The results highlight my competing identities, positioning of relational space (the Vā tapuia) and how I negotiated these within the data collection process.</p> <p>Conclusion: The research concludes that it is necessary for non-Pasifika researchers to be cautious if using indigenous methods as there are ever-changing dynamics within cross-cultural fieldwork that requires adopting an intentional vulnerability and a heightened level of reflexive practice within the research space.</p>
<p><b>Rosemary Cramb CLC202</b></p>	<p>Laura Misener, Erica Lo (<i>Western University</i>)  <b>Practical Considerations for Utilizing Social Media in Qualitative Parasport Research.</b></p> <p>Objective: Social media has been leveraged as a tool in qualitative health research, but few scholars have utilized web-based communication platforms in qualitative sports research. Web-based communication supports parasport involvement as it allows geographically dispersed and hard-to-reach populations to form bonds, find information, and access resources (Bundon &amp; Clarke, 2015). The purpose of this research is to leverage web-based communication platforms in qualitative sports research by employing social media as a participant recruitment tool in parasport populations.</p> <p>Methods: Social media platforms Facebook, Instagram, Twitter, and LinkedIn were utilized to recruit participants to online discussions and forums for data collection. The recruitment strategy involved parasport organization partnership; creating and disseminating content on parasport news, events and study participation; and building a platform catered to the target population. Due to the pandemic and ever-changing nature of social media, the strategy was adapted to better suit the target population and gradually evolved into a data collection approach that was fluid and offered flexible participation options.</p> <p>Findings and Discussion: We focus our discussion on the advantages and opportunities of social media when partnering with organizations, targeting hard-to-reach populations, forming conversations around major events, and reaching participants during a pandemic. Challenges include transitioning participants from social media to online forums and filtering out non-targeted parties for incentivized participation. Throughout the study, social media became a critical platform for athlete advocacy, which shaped social media into both a participant recruitment and data collection tool.</p> <p>Conclusions: Due to the hard-to-reach population targeted by qualitative parasport research, social media has the potential to serve as a participant recruitment tool with appropriate ethical and social media-specific considerations.</p>
	<p>Tessa Pollard (<i>Durham University</i>), Kate Gibson, Bethan Griffith, Jayne Jeffries, (<i>Newcastle University</i>), Emily Tupper (<i>Durham University</i>), Suzanne Moffatt (<i>Newcastle University</i>)</p>



**The role of walking and gardening activities in a social prescribing intervention for people with long-term health conditions: an ethnographic exploration.**

Objectives: There is increasing interest in ‘green social prescribing’, which involves referring people into nature-based activities to improve health and wellbeing. We explored the role of outdoor walking and gardening groups within a social prescribing intervention for people with long-term health conditions referred from primary care.

Methods: As part of a larger project, this study draws on ethnographic data collected with link workers delivering the intervention, with leaders and members of local walking and gardening organisations, and with 19 clients of social prescribing. Methods include participant observation, interviews and focus groups.

Findings and Discussion: One social prescribing client was a member of a local walking group and she and her fellow walkers appreciated the ‘communal therapeutic mobility’ of group walking. However, while walking and gardening were considered as appealing and familiar activities in discussions between link workers and clients, there were few successful referrals into local walking and gardening organisations. We show how green social prescribing pathways were limited by challenges in embedding a new social prescribing service within a complex landscape of primary care and voluntary and community sector organisations. Further, classed personal histories and present contexts shaped clients’ engagement with social prescribing and with walking and gardening organisations, limiting the participation of those living in more disadvantaged circumstances.

Conclusions: Establishing pathways from primary care via social prescribing into outdoor nature-based activities is challenging, and there is potential to increase health inequalities. Green social prescribing interventions require careful planning and implementation.

Lesley Sharpe, Janine Coates, Carolynne Mason (*Loughborough University*)  
**Creative uses of digital technology to facilitate inclusive participatory research with young people with Special Educational Needs and Disabilities (SEND).**

This paper is informed by the innovative qualitative methods used to explore the inclusion of young people with SEND in the UK School Games framework (Sharpe, Coates and Mason, 2021b). It focuses on the applications of digital technologies, including video and video editing, augmented reality (AR) and digital illustration, to support more ethical engagement of young people with SEND across the research process (Sharpe, Coates and Mason, 2021a).

Historically the voices of young people with SEND have been omitted from research concerning their sporting provisions (Wickman, 2015). Aldridge (2016) suggests young people with SEND are marginalised in research due to assumptions regarding their ability to engage; inflexibility of research design; and the challenges in conducting ethical research. However, researchers who engage young people with SEND report valuable insights and perspectives from knowledgeable and enthusiastic participants, and highlight that participatory methods offer opportunity for authentic engagement in research (Coates and Vickerman, 2013; Fitzgerald, Stride and Enright, 2020).

	<p>This paper proposes that the creative use of digital technology with a participatory research framework can support young people with SEND to become more informed about their participation in research; provide a platform for amplifying their voices; as well as facilitating inclusion in the analysis and dissemination of research to stakeholders.</p> <p>The novel approaches discussed will offer researchers and practitioners creative approaches to engage and support young people throughout the research process.</p>
<p><b>Ken Wade</b> <b>CLC203</b></p>	<p>Suzie Cosh (<i>University of New England</i>) <b>Alternative identities post-retirement: Identity negotiation within sport psychology sessions for a retiring athlete.</b></p> <p>Objectives: Athlete identity has been shown to be an area that can impact transition outcomes for retiring athletes; with those lacking alternative identities outside of sport often experiencing transition difficulties. However, to date, little research has focused on how to prepare athletes for the identity shifts following retirement. This paper aims to examine the case of a retiring athlete with a focus on how identity and preparation for alternative identities post-retirement is managed in practice.</p> <p>Methods: This study analyses interactions taking place between a retiring athlete and a sport psychologist within the context of an elite sport institute. Data from these interactions are analysed using a synthetic approach of conversation analysis and discursive psychology, with a focus on how athlete identity is invoked and negotiated as well as the avowal or disavowal of alternative identities post-retirement.</p> <p>Findings and Discussion: Within the interactions examined, the psychologist created space for a range of alternative identity constructions to be made available, although only limited constructions were taken up or reproduced by the athlete. Identity after retirement was largely depicted as an extension of athlete identity, rather than a new or alternative identity. Results provide insight into how identity is negotiated and worked up in sport settings, particularly in preparation for career transition.</p> <p>Conclusions: Identity positions were negotiated in institutional talk for a retiring athlete, although depiction of a clear alternative identity was absent. How to best manage and negotiate identity in sport settings to assist transitioning athletes requires ongoing examination.</p>
	<p>Ted Butryn, Michael Dao, Cole Armstrong (<i>San Jose State University</i>) <b>The Silver and Black (and Gray): A Qualitative Examination of Raiders Fandom and Tattoos.</b></p> <p>In the late 1990s, researchers began to examine how tattoos were entering the mainstream, and beginning to spread throughout different societal groups, including musicians and athletes (Atkinson, 2003, Barron, 2017). Scholars have examined the cultural contexts for this tattoo renaissance, motivations for getting tattooed, the relationship between tattoos and identity, and other psychological and sociological phenomena. However, despite the increase in research on tattoos in sport, little is known about how sport fans move beyond the consumption of traditional artifacts such as clothing and other paraphernalia</p>

	<p>and choose to permanently mark their bodies as a form of fan identification (Emmons &amp; Billings, 2015). Therefore, drawing from academic work on tattoo subcultures and leaning on sport management research on fan identity and community, the purpose of this study was to examine how (currently Las Vegas) Raiders' football team fans make sense of their team-related tattoos, and how their ink relates to their conceptualizations of, and membership in, "Raider Nation." Ten semi-structured interviews were conducted with Raiders fans (7 men &amp; 3 women) who had at least one team-related tattoo. Interviews ranged from 40-80 minutes, and reflexive thematic analysis (Braun &amp; Clarke, 2022) yielded 4 themes, including Wearing the Nation, Permanent Fandom and Geographical Fluidity, Contextualizing Identity and the Display, and Meaning Among the Many. Results are discussed in terms of the need for more work into sport fandom and body modification, as well as further methodological conversations at the intersection of sport sociology and sport management.</p>
	<p>Christian Edwards (<i>University of Worcester</i>), David Tod (<i>Liverpool John Moores University</i>), Győző Molnár (<i>University of Worcester</i>)  <b>Searching for meaning: men's stories of long-term androgenic-anabolic steroid use.</b></p> <p>Objectives: We explored men's stories of long-term androgenic-anabolic steroid (AAS) use through an existential psychological lens.</p> <p>Methods: In-depth life-history interviews with co-created timelining and multiple informal conversations were undertaken with four white males who had used AAS for around 10 years. Data were put to both a thematic and structural narrative analysis. Here, we identified central existential threads in/to participants' stories and crafted a master plot.</p> <p>Findings and Discussion: In adolescence, participants stories centred on a set of struggles where they developed beliefs that they were worthless. As young men, their routine was disrupted by boundary situations that reinforced their everyday uncertainties (e.g., parents, life-threatening illness). Their search for meaning led them to exercise; developing their body became their method to control their situation. Building muscle and becoming absorbed by a bodybuilding routine, created self-worth for these participants and enabled them to transform their identity. In early adulthood, however, further boundary situations (e.g., injury) disrupted the permanency of their new muscular self-identify. These situations prompted participants to reflect on the meaning muscle provided in their lives. For these men, the threat of losing the core of what they believed defined their self-worth was inconceivable. Consequently, these men turned to AAS use because they believe(d) it to be an authentic way to restore and sustain their identity.</p> <p>Conclusion: Our findings reveal how AAS use is tied to a person, fundamental sense of self. To conclude, we highlight how this study extends AAS knowledge and may inform work on other health-related behaviours.</p>
<p><b>Earth Sciences ES228/229</b></p>	<p>Trish Jackman (<i>University of Lincoln</i>), Amy Whitehead (<i>Liverpool John Moores University</i>), Christian Swann (<i>Southern Cross University</i>), Noel Brick (<i>Ulster University</i>)  <b>Goal setting and goal striving in endurance performance: A qualitative exploration of excellent long-distance running performances.</b></p>

**Objectives:** Goal setting can improve endurance performance and is a widely recommended psychological strategy. However, goal setting represents just the first step in the process of goal attainment and whether or not a goal is met depends on the process of goal striving. Although the need to distinguish goal setting from goal striving has long been recognised, little research has examined how endurance performers maintain goal striving or achieve their goals. Therefore, we sought to directly address this gap by exploring qualitatively long-distance runners' experiences of goal setting and goal striving in excellent performances.

**Methods:** We conducted in-depth, event-focused interviews with 21 long-distance runners (female n = 6; male n = 15) ranging from sub-elite to international level three days after excellent performances on average. Our analysis combined template- and thematic trajectory-analysis, with several strategies used to enhance rigour.

**Results and Discussion:** Goals set pre-performance were classified as process, performance, and outcome goals, with differences interpreted in the specificity and flexibility of these goals. Almost all runners reported persisting with their initial goal at some point, but more than half recalled disengaging from and adjusting their goal. These goal decisions were recalled when runners were behind, equalling, and exceeding their initial goal(s). Various strategies were described by the runners in seeking to achieve their goals.

**Conclusions:** The findings illustrate the complexity and dynamics of goal setting and goal striving in endurance performance. We suggest potential avenues to expand existing perspectives on goal setting and goal striving in applied practice.

Nur Kurtoglu-Hooton (*Aston University*)

**“This is as real as it gets”: Runners, transformation stories and accountability.**

**Objectives:** In this session I will focus on a qualitative research project in which I explored runners' lived experiences and discourses on social media.

**Methods:** The research project involved ethnographic observation of runners on Instagram. Data sources included participant observation, researcher's diary and digital conversations with some of the runners. Open and holistic coding were used in the first phase of the study, followed by “verbatim principle” coding; i.e. using concepts drawn from the participants' words themselves (Stringer, 2014, p. 140) in the second phase. In addition to the ethnographic approach, I took an existentialist phenomenological perspective (Merleau-Ponty, 1969) also using interpretative phenomenological analysis (IPA), which helps examine how people make sense of their everyday flow of experience (Smith et al., 2009).

**Findings and Discussion:** Runners use affordances of Instagram to build relationships, to bond with others, to contribute to the running community and to establish and build engagement and communication. Many runners want to be accountable not only to themselves but also to their followers on social media. They achieve accountability not only through the images they choose to share but also through the discourse they use as they enact their identities online. I will exemplify the various forms this accountability takes, using runners' transformation stories.

	<p>Conclusions: Runners' discourses on social media highlight the power of words alongside visual images. The discourses show how runners can be a voice for others, how they drive social change, and how they challenge stigmas, for example surrounding obesity or mental health.</p> <p>Laura Gubby (<i>Canterbury Christ Church University</i>)  <b>"If I see a man walking alone without a dog, without a person, I always feel a bit uneasy": safety perceptions of female trail runners.</b></p> <p>Objectives: Mainstream and social media coverage of gender-based violence has heightened awareness of the daily considerations that many women make in relation to their safety. This research aims to discuss how perceptions of safety affect the lived experiences of female trail runners.</p> <p>Methods: Individual, semi-structured mobile interviews (Smith and Sparkes, 2016) took place with 10 female trail runners. Interviews took place whilst walking trail routes chosen by the participants. Interview transcripts were then thematically analysed.</p> <p>Findings and Discussion: Female trail runners described frequent feelings of fear, vulnerability and 'fight or flight' when running, often brought on by seeing a lone male, or the possibility of doing so. In response to which, runners described diverting routes, running back on themselves, increasing speed when feeling concerned, and looking over their shoulders to see if they were being followed. Additionally, runners tended to ensure that they knew routes out of the trails, changed routes and times that they run to avoid predictability, and some took precautions like using technology that meant family members could track them. When uncomfortable on a run, they described turning their music down to improve their senses, or getting their phones out in readiness or as a deterrent to those around them.</p> <p>Conclusion: Female trail runners in this study have been shown to regularly adopt safety techniques when running. Discussing the lived experiences of women and girls in various scenarios, including exercise environments, helps reveal how the fear of gender-based violence impacts upon their everyday lives.</p>
<p><b>Earth Sciences ES230/231</b></p>	<p>Hayley McEwan (<i>University of the West of Scotland</i>), Amy Whitehead, David Tod (<i>Liverpool John Moores University</i>), Trish Jackman (<i>University of Lincoln</i>), Phil Birch (<i>University of Chichester</i>), Steve Vaughan (<i>Liverpool John Moores University</i>), Laura Swettenham (<i>Cultiv8 Academy, and International Federation of Esports Coaches</i>)  <b>Storied practice: Narratives on think aloud.</b></p> <p>Objectives: Think aloud (TA) has been used as a knowledge elicitation method in sport research and has the potential to generate insights into athlete and coach cognitions. Although TA researchers have postulated that this method could, therefore, have practical utility for sport and exercise psychologists in service-delivery with clients, no studies have explored how practitioners use TA. To address this gap, we explored trainee and registered sport and exercise psychology practitioners' stories regarding their use of TA in practice.</p>

	<p>Methods: Participants (five females, six males) with 1-15 years of professional experience took part in narrative interviews exploring the use of TA in their practice. Data analysis began with an examination of the narrative structure of the practitioners' stories, followed by an exploration of the themes that described participants' views about factors influencing TA's effectiveness.</p> <p>Findings and discussion: A collaborative expert approach was a consistent storyline identified in the application of TA in each phase of the consulting process (i.e., from the needs analysis phase to monitoring client goals). Narrative themes demonstrated TA as influential on client self-awareness, particularly in needs analysis and intervention phases. Practitioner confidence in applying TA was determined by the practitioner-client relationship.</p> <p>Conclusions: This study extends evidence on TA by demonstrating how sport and exercise psychology practitioners can use the method as a collaborative practice tool. By creating and sharing narratives of TA in practice, we illuminate the opportunities available to practitioners to encourage them to use the method in creative and meaningful ways to support their clients.</p>
	<p>Emily Hunt (<i>Brunel University London</i>)  <b>Reflections of online digital storytelling: realities and lessons to be learnt.</b></p> <p>Digital storytelling is an arts-based research method often used within health research to illuminate complex narratives. Originally developed for therapeutic means, digital storytelling as a research method aims to increase participant engagement and present meaningful findings in a compelling manner (Rieger et al., 2018). Digital storytelling can also be conducted remotely, helping to connect with clinical populations who in recent years have found themselves profoundly isolated from society. The benefits of utilising digital storytelling are well-known, yet often the feasibility and challenges of conducting such research are overlooked. Thus, this presentation aims to provide insight into the realities of using online digital storytelling, by presenting the strengths and challenges from the perspective of both the researcher and participant. These critical reflections are based on experiences of conducting an ongoing research study that uses online digital storytelling to explore everyday experiences and physical activity of people living with multiple chronic conditions. It is apparent that there are many lessons to be learnt from the research study, therefore, this presentation will focus on 3 key points of reflection: 1) feasibility and practicalities of conducting the 3-stage digital storytelling approach, 2) challenges with connecting and being creative via online platforms, and 3) participant insights into the digital storytelling process. These reflections have implications for future research as they can provide awareness of the challenges, offer suggestions to avoid common mistakes, and ultimately help to promote best practice in digital arts-based methods.</p>
	<p>John Jannika, Ansgar Thiel (<i>University of Tübingen</i>)  <b>A narrative study on talent development pathways of elite athletes, musicians, and mathematicians.</b></p> <p>Objectives: Public accounts about talent development pathways often depict the road to success in a straightforward manner. However, a large corpus of</p>



	<p>scientific literature indicates that talent development pathways are highly idiosyncratic. Our understanding of how talent develops over time might benefit from analyzing the experiences and insights of high-achieving individuals themselves. According to narrative theory, the stories that individuals tell about their talent development provide in-depth accounts of their experiences but also of personal and societal beliefs about talent and its development. The study aims to examine the talent development stories of athletes, musicians, and mathematicians. With cross-domain research, it becomes possible to culturally contextualize developmental processes. More specifically, we aim to examine how high-achieving individuals story their talent development pathways and which cultural ideas about talent can be identified in the individual stories.</p> <p>Methods: We interviewed ten elite athletes, ten elite musicians, and ten elite mathematicians. For analysis, we used a thematic and structural narrative analysis.</p> <p>Findings and Discussion: We identified five types of narratives on the talent development pathway that were observable across performance domains: searching for the spotlight, straightforward career, overcoming obstacles, riding the waves, and applying effort. Even though talent development pathways appear very idiosyncratic, athletes, musicians, and mathematicians seemed to draw on similar sociocultural narratives about talent and its development when they constructed their personal talent development stories.</p> <p>Conclusion: To conclude, the stories of high achievers about their developmental pathways can serve as useful examples of various ways to construct talent and its development.</p>
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*Tuesday 26<sup>th</sup> July > Parallel session 2 – 13.45-14.45*

<p><b>Arnold Wolfendale CLC013</b></p>	<p>Damian Haslett (<i>Loughborough University London</i>)  <b>Researching #WeThe15: Using emancipatory disability research to shift power relations in the field of disability, sport and social activism.</b></p> <p>At the 2020 Tokyo Paralympic Games, the International Paralympic Committee (IPC) launched #WeThe15 – a new global movement to end discrimination against disabled people.</p> <p>Objectives: This presentation is an argument that research about disability activism through Paralympic sport should adopt an approach known as ‘emancipatory disability research’ (Oliver, 1992). To make this argument I am going to compare and contrast two research projects that I worked on: The Non-Disabled Project and the Disabled Project. The objective of both projects was to understand how disabled activists who are involved in existing grassroots disability movements are reacting to the new #WeThe15 movement.</p> <p>Methods, Findings and Discussion: In the Non-Disabled Project, non-disabled academics received funding to employ a traditional qualitative research design (i.e., once-off interviews and focus groups). In the Disabled Project, disabled</p>
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activists received funding to carry out ‘emancipatory disability research’ meaning that disabled people had full control over the research process and outcomes. I will compare and contrast both projects in areas like: the influence of funders; how research questions were formulated; accessibility; participant recruitment; data collection and analysis; and dissemination of ‘findings’.

Conclusions: I will show how the Non-Disabled Project had little social impact but benefited the careers non-disabled academics whereas the Disabled Project - with less funding and in less time - demonstrated higher social impact. I will finish the talk by discussing ‘emancipatory disability research’ in the context of a growing interest in ‘co-production’ in the sport, exercise and health sciences.

Nikolaus Dean, Andrea Bundon (*University of British Columbia*), P. David Howe (*Western University*), Natalie Abele (*University of British Columbia*)

**“It looks good on paper, but it was never meant to be real”: The potential and pitfalls of co-ed events in the Paralympic Movement.**

Though the Paralympic Games have been around for decades, women remain underrepresented in almost all aspects of the Paralympic Movement. It has been suggested that a way to increase women’s involvement is through the implementation of co-ed events. On paper, this approach makes sense. However, when it comes to the implementation of co-ed opportunities for women, it is less clear how effective these events are in increasing participation by women in parasport. Objective and Methods: Through document analysis, interviews, and first-hand accounts with athletes and organizers of co-ed Paralympic sport, we explore the various initiatives and strategies that four co-ed sports (wheelchair curling, para ice hockey, para equestrian and wheelchair rugby) have used to address the issue of gender parity. Findings and Discussion: Guided by critical feminist theories, we illustrate how larger social, political, and cultural ideas about gender influence women’s experiences and involvement within these co-ed events and discuss the potentials and pitfalls of using co-ed initiatives to address gender parity within the Paralympic Movement.

Francis Asare, Robert Townsend, Lisette Burrows (*University of Waikato*)

**“Words Alone Not Enough”: Using Photos to Elicit Disabled Athletes’ Embodied Experiences of Assistive Technology (AT) in Disability Sport.**

Objectives: As part of an ongoing phenomenological study, the objectives of this study were to detail and explore the use of the photo-elicitation method. To understand disabled athletes’ lived experiences of assistive technology (AT) in sport. Disabled athletes are often described as ‘cyborgian’, ‘superhuman’, or the ‘posthuman’, however little is known about how disabled athletes assign meaning to their use of assistive technology in sport. Though visual methods can expand the knowledge of one’s sporting experiences, it is highly underutilized across sport, exercise, and health, specifically in the ways disabled athletes experience and use AT.

Methods: Using photo-elicitation, the study conducted semi-structured interviews with eight (8) athletes with physical impairments who play different sports. Applying a participant-generated photo approach, the study broadly

	<p>asked participants what their photos represent as disabled athletes using AT to access and perform a sport. An interpretive engagement analysis was conducted on the participant-generated photos.</p> <p>Findings and Discussion: In doing this, through participant's stories, the study highlights how disabled athletes embodied experiences of ATs are 'felt' through social relationships, ATs are culturally reframed as a 'fleshy' embodiment, and how ATs reproduce 'self' reconstructions for the impaired sporting body.</p> <p>Conclusion: In conclusion, the study draws the attention of researchers to how photo elicitation can stimulate deeper understanding about the role of ATs for disabled athletes, particularly, how disabled athletes think; construct their sporting bodies, and identity in disability sport.</p>
<p><b>Rosemary Cramb</b> <b>CLC202</b></p>	<p>Bingjie Wang, Doyoung Pyun (<i>Loughborough University</i>) <b>Corporate Social Responsibility Framework of Chinese Professional Football.</b></p> <p>With the growing worldwide interest in corporate social responsibility (CSR) in sport (Mamo et al., 2021), this study explores Chinese consumers' perceived CSR activities in professional football. Grounded on the stakeholder theory (Freeman, 1984), the objective of this study is to conceptualise the domains of CSR for the Chinese Football Association Super League (CSL) from the Chinese consumers' perspective. As there is little knowledge about CSR practices of Chinese football clubs and consumers' CSR perceptions are distinct and complex, a qualitative approach is appropriate to contribute to knowledge generation (Drumwright, 1996). This study employed semi-structured in-depth interviews with Chinese consumers to identify and conceptualise CSR dimensions. Data were analysed using thematic analysis with NVivo 12. The result suggests six dimensions in the CSR framework for CSL: shareholders, consumers, employees, government, community, and young generations. It is noteworthy that local culture plays an essential part in the clubs' CSR strategies, and positive value propaganda serves as an essential responsibility. Given the Chinese political environment, policy impact is also significant. This study provides insight into how consumers view CSR by explicating and determining its domains from a consumer perspective and adds value to the current knowledge related to CSR practices in Chinese professional football.</p>
	<p>Daniel Ellingworth, Chris Rowley, Jon Radcliffe (<i>Leeds Trinity University</i>) <b>"How do I know I'm doing a good job?": Exploring the influence of stakeholder interactions on the development of practitioner identity within applied sport psychology.</b></p> <p>Objectives: Contemporary research has identified identity as being an under-researched area within applied sport psychology. Concurrently, recent research has identified the micro-political nature of sport psychology contexts, and the significance of stakeholder interactions in shaping the professional self-understanding of applied practitioners. Utilizing a multi theoretical perspective, this oral paper seeks to explore how interactions with key stakeholders' shape and inform practitioner identity in relation to practitioner's current roles and responsibilities.</p>

	<p>Methods: Purposive sampling identified 10 UK-based practitioners (6 male and 4 female) who gave their informed consent to take part in the research. All were either registered with the Health Care Professions Council or engaged on a professional accreditation pathway. Practitioners outlined their career histories on a timeline, highlighting key stakeholders within their current environment. These timelines informed semi-structured interviews, accruing over 9 hours of data that were then transcribed verbatim and analysed using reflexive thematic analysis.</p> <p>Findings and Discussion: The analysis process generated three themes: Out of sight, out of mind; left to my own devices; feeling a part and apart. These themes encapsulate the impact of practitioners' interactions with key stakeholders, their experiences of a lack of proximal line management, and their own perceived importance and contribution to their respective organisations.</p> <p>Conclusions: The findings identify the contextually bound nature of practitioner identity and professional self-understanding. Recommendations are made as to how supervisory and peer-support processes can develop practitioner understanding around stakeholder interactions, and the subsequent impact that these can have on the formation and maintenance of practitioner identity.</p>
	<p>Siena Morgan, Emily Hayday, Aaron Smith (<i>Loughborough University London</i>)  <b>Analysis and test of the Sport Ecosystem Framework.</b></p> <p>The objective of this study was to test and refine the Sport Ecosystem framework initially proposed via systemic literature review as: A dynamic network of interconnected stakeholders whose relationships are cooperative and competitive, by which value is co-created and collaboratively governed at the micro, meso, and macro levels (Morgan, Hayday &amp; Smith, 2020). To effectively test all aspects, a multiple case-study approach (Yin 2013) was undertaken using a series of semi-conducted interviews. An entire single-sport ecosystem was observed on a vertical scale from the club level, through its NGO and coordinating IF. There were a total of 29 participants; 10 NGB, 9 IF, 10 club (3,2,4,1, respectively). Of these participants, 8/19 participants within the NGB/IF were also active athletes within the sport. Initial findings suggested that while the co-created value output of the ecosystem is the sport itself, the main drivers of participation in the sport also exist within the co-created value centre nucleus. These outputs are co-created via a multitude of inputs, but also serve as the returning force that drives the dynamics between the stakeholders involved, specifically at the grassroots level, in the tension between high performance and community sport. This suggests that not only does the sport exist as the output of all pieces involved, but that it is also the input of participation in the sport. While still in its infancy, the Sport Ecosystem can be reconciled as a dynamic network, a cooperative effort, yet it's true framework lies in its nuances.</p>
<p><b>Ken Wade CLC203</b></p>	<p>Niels Feddersen (<i>The Norwegian University of Science and Technology</i>), Vilde (<i>pseudonym</i>)  <b>Using Self-Portraits to Explore the Fluctuations of a Female Olympic Rower's Identity.</b></p>

**Objectives:** Our study explores existential themes (e.g., anxiety; Ronkainen & Nesti, 2017) and follows Vilde, a 23-year-old woman who competed in rowing at the 2020 Tokyo Olympics and is in the team for the 2024 Paris Olympics.

**Methods:** Every six months, Vilde paints a self-portrait showing who she is at this moment in her life. The self-portrait is an arts-based technique adapted from Bagnoli (2009) to encourage reflexivity and self-expression. We also conduct unstructured interviews based on the self-portrait and grand tour questions (e.g., Can you tell me about the self-portrait?). At the time of QRSEH, we have three self-portraits and three interviews (duration: 1h - 1h33m).

**Findings:** We present our early findings in three vignettes showing how Vilde had to deal with anxiety and loneliness before the 2020 Tokyo Olympics due to struggles with authenticity. The isolation of training exacerbated by the COVID-19 pandemic pulled her away from friends and family. Even the time she did spend with her close relations was taxing since she felt they did share the same ideas regarding a meaningful life. However, the post-Olympic period allowed Vilde to feel truer to her sense of self; helped by a feeling that she could 'be there' for friends and family. The sense of connection also supported her sense of meaning in pursuing elite rowing.

**Conclusions:** Using a longitudinal arts-based approach provides unique insights into the fluctuations of existential themes as they happen and could provide an important addition to a field dominated by retrospective studies.

Sam Thrower (*University of Roehampton*), Laura A. Martinelli (*University of Chichester*), Andrew Heyes, Ian Boardley (*University of Birmingham*), Susan Backhouse (*Leeds Beckett University*), Andrea Petróczi (*Kingston University*)  
**The good, the bad, and the ugly: A qualitative secondary analysis into the impact of doping and anti-doping on clean elite athletes in five European countries.**

**Objectives:** Protecting clean sport, and the rights of athletes to a clean sport environment, is at the centre of anti-doping policies. To better support and enable clean sport, an understanding of the clean athlete lifeworld is required. The purpose of the current study, therefore, was to examine the ways that clean athletes are personally affected by others' actual or suspected instances of doping and anti-doping rule violations, and by aspects of the anti-doping system.

**Methods:** Qualitative Secondary Analysis (QSA) was used to re-analyse and interpret 13 focus group transcripts generated from the 'Research-Embedded Strategic Plan for Anti-Doping Education: Clean Sport Alliance Initiative for Tackling Doping' (RESPECT) project (see Petróczi et al., 2021). The sample in the parent study included 82 self-declared clean elite athletes from Germany, Ireland, Netherlands, Slovenia, and the UK.

**Findings and Discussion:** Reflexive thematic analysis generated three overarching themes: (a) The harm done by clean athletes having to coexist with dopers (i.e., denied medals, money, moments, and memories; altered

	<p>expectations and perceptions of the self; and inciting suspicion); (b) how clean athletes are undermined by a disingenuous interest in clean sport; and (c) the anxiety experienced by clean athletes over mistakes that could lead to anti-doping rules violations.</p> <p>Conclusions: The impacts of doping on clean athletes - direct or indirect - are experienced by all clean athletes in some way. The results indicate that current approaches to anti-doping rule compliance frequently undermine clean athletes and the perceived legitimacy of the anti-doping system.</p> <hr/> <p>Harry Ramsey, Matt Dicks, Lorraine Hope, Vasu Reddy (<i>University of Portsmouth</i>)</p> <p><b>Decision-making in professional football players: How players gain an advantage over an opponent.</b></p> <p>Objectives: The present project sought to gain insight into a number of gaps in the current literature on decision-making and ways of gaining an advantage in sport. The aim of this study was to understand and generate key themes relating to professional football players' decision-making and the ways in which they gain an advantage over their opponent.</p> <p>Methods: Professional players (N = 15) competing in the first or second tier of professional football in England took part in semi-structured interviews. The dataset was analysed using thematic analysis (Braun &amp; Clarke, 2006) whereby distinct codes were formed and clustered into suitable sub-themes and higher-order themes.</p> <p>Findings &amp; Discussion: The analysis generated four distinct but interrelated themes relating to players' perspectives on their decision-making and ways of gaining an advantage. The themes were a) generating and selecting between options (affordances) containing two sub-themes, option generation and option selection, b) anticipation and awareness, c) tactics containing three sub-themes, prior tactics, adaptable tactics, and being "unpredictable", and d) development and training. The results also add to existing work on the importance of players creating an element of unpredictability in their actions and decisions through employing the use of deception and manipulation of context. Findings produced a number of important implications for research, most notably that typical methods of assessing players' decision-making need re-evaluating.</p> <p>Conclusion: This study evidenced the use of qualitative methods for the study of decision-making in sport and challenges a number of often held assumptions currently held within the literature on this topic.</p>
<p><b>Earth Sciences</b> <b>ES228/229</b></p>	<p>Abimbola Eke, Kevin Mageto, Leah J Ferguson (<i>University of Saskatchewan</i>)</p> <p><b>Representation Matters: A Black Scholar's Data Generation Experience in Sport Psychology Research.</b></p> <p>There is minimal research focused on visible minority girl athletes in Canada. This limits knowledge about sport experiences, which may further influence the quality of their sport experiences. Moreover, such research is often conducted by researchers of non-visible minority backgrounds resulting in difficulties related to recruitment, rapport, and trust due to a history of unethical research with minorities. Identity is an important part of sport experiences – and</p>



	<p>subsequently research focused on sport experiences – and culture plays an important role in shaping one’s identity. Rooted in cultural sport psychology and a social justice framework, the purpose of this paper is to discuss the representation experience of a Black scholar in a study involving visible minority girl athletes. The paper is an extension of an ongoing qualitative study exploring the identities and body-related sport experiences of visible minority girl athletes. The first author, a Black woman, and Doctoral Candidate, kept a reflexive journal about her experiences while engaging in multiple semi-structured interviews and photovoice with study participants. During the process of critical reflection of the journal, the following themes were created that describe the importance of representation in sport psychology research: (a) the role of shared experiences; (b) a sense of belonging; (c) the process of self-reflection; and (d) reconsidering my subjectivity. Overall, participants expressed their comfort and excitement to share their sport experiences with a researcher of minority background. To generate impactful knowledge with visible minorities in sport, scholars of minority backgrounds should be prioritized in future sport psychology research.</p>
	<p>Mary Ann Dove (<i>University of Cape Town</i>) Catherine E. Draper (<i>University of Cape Town and University of the Witwatersrand</i>), Mogammad S. Taliep (<i>Cape Peninsula University of Technology</i>), Janine Gray (<i>University of Cape Town</i>)</p> <p><b>How a qualitative research study contributed to understanding the issues pertaining to racial discrimination and a lack of transformation in South African cricket.</b></p> <p>Objective: Racial discrimination in sport has long been a concern and continues to be perpetuated as evidenced by recent revelations in both English and South African cricket. The lack of transformation in South African cricket is demonstrated by only nine Black African cricketers having played for the country in all formats of the game between 1994 and 2013, (and 21 by March 2022). To inform policy, research was conducted between 2012 and 2016 into the perceived factors influencing progress of players of all ethnicities to the elite level.</p> <p>Methods: Seventy-three semi-structured interviews were conducted with a purposeful sample of elite male players from all ethnic groups, as well as knowledgeable and experienced key informants, who provided objectivity and credibility to the data. The data was thematically analysed.</p> <p>Results: The nature, complexity and enduring impact of inter-related socio-ecological influences, distal and proximal, to the cricketer were found to enable or impede the development of players from diverse backgrounds. These barriers or enablers were: (1) access to opportunities and competition, (2) holistic player development, (3) effective support networks, (4) inclusive team environments, and (5) adaptive mind-sets.</p> <p>Discussion and Conclusion: These findings informed the 2021 Cricket South Africa (CSA) Social Justice and Nation Building Inquiry, which sought to find truth and reconciliation in the game, prior to evidence from players and other stakeholders. Furthermore, the issues and recommendations provided by this research were incorporated into the Interim Report released in December 2021. The extent to which CSA has used the information is unclear.</p>
	<p>Denise Kamyuka, Laura Misener (<i>Western University</i>)</p> <p><b>From co-production to co-cultivation of indigenous knowledge: the story of an African researcher in sport management.</b></p>

	<p>Introduction: As a Black-female scholar in sport management, I share the experience of an “outsider within” (Collins, 1999 p. 1) a system that privileges “Eurocentric, White supremacist modes of thinking and inquiry” (Singer et al., 2019 p. 60) over my indigenous knowledge systems. I join the call for qualitative approaches that give “alternative understandings of rigour,” (Shaw &amp; Hoerber, 2016 p. 260), in particular, the call for decolonizing approaches (Chen &amp; Mason, 2019; Thorpe et al., 2020).</p> <p>Objectives: I use my research on ‘the female-African perspective of social entrepreneurship in sport (SES)’, to document my experience with co-cultivation of indigenous knowledge and decolonizing methodologies. These contemporary approaches expand the literature on, and provide examples of ‘knowledge co-production’ (smith et al., 2022) and ‘decolonization’ in sport management.</p> <p>Methods: Entrepreneurship remains heavily rooted in capitalist, Eurocentric, and masculine hegemony (Muntean &amp; Ozkazanc-Pan, 2016), therefore my research employs feminist participatory action research (Reid &amp; Frisby 2008; Jull et al., 2017; Hayhurst 2015) and applies a decolonial lens to the analysis of interviews and reflexive exercises. Through storytelling (Samuel &amp; Ortiz, 2021), I share how these approaches cultivate an alternative understanding of SES and I provide “meaning and sense” to those looking to my experience for validation and inspiration (Oliveria, 2020 p. 3).</p> <p>Findings and Conclusion: An Ubuntu (African ethos, centred on community) informed understanding of SES provides sport management scholars (particularly scholars of colour) with an example of “knowledge co-cultivation” (Sheik, 2021 p.24), a nuanced and anti-capitalist approach to knowledge co-production.</p>
<p><b>Earth Sciences</b> <b>ES230/231</b></p>	<p>Angela Beggan (<i>University of the West of Scotland</i>) <b>So what does physical activity intervention change? No-thing.</b></p> <p>Objectives: Physical activity (PA) is predominantly researched as a behavioural object, so interventions seeking to affect PA are largely behavioural in design. New materialist scholars argue PA can be alternatively understood as a material-discursive phenomenon that actively participates with intervention in generative ways. This research explored intergenerational PA (IgPA) using these different ontological premises and discusses the implications of inherent pluralism in PA.</p> <p>Methods: As a post qualitative study, this work began with onto-epistemological arrangements developed with the work of Barad and Haraway diffracted through narrative dialogism and enfolding the stories of 19 parents and 15 children aged 3-5 years. Haraway’s concept of SF (speculative fabulation +) was employed as an analytic strategy for curious inquiry into forms of PA that both adults and children did together. Analysis traced patterns of passing-on, receiving, and (un)making that gave form and substance to IgPA in participants’ lives.</p> <p>Findings and Discussion: IgPA performed three refrains each with unique rhythms. The Architect refrain was organised according to rules and had a rigid</p>

form that ensured IgPA was (re)productive. The Zephyr refrain followed serendipity, and in it, IgPA could be easily unmade by daily circumstances. In the Sower refrain, IgPA was malleable, collaborative, and made for passing-on. These pluralities demonstrate difference and possibility not available to behavioural objects.

Conclusions: Understanding PA as material-discursive phenomena opens intervention practices. Intervention becomes a speculative endeavour focused on proliferating connections that become-with PA and pass-on selected threads in the patterning of PA to come.

Clare Strongman, Francesca Cavallerio, Matthew A. Timmis, Andrew Morrison (*Anglia Ruskin University*)

**Evaluating non-medical interventions in people with diabetes.**

Objectives: It is estimated that 4.7 million people in the UK have diabetes, yet despite this condition being widespread there is a lack of research into barriers and facilitators to exercise within this group. The present study aimed to identify concerns and issues experienced by people with diabetes and explore their opinions on non-medical interventions, such as physical activity or exercise.

Methods: Purposive sampling was used to recruit participants via social media and 75 participants completed an online survey using open-ended questions. Data were analysed using reflexive thematic analysis and the themes identified were used to create vignettes for discussion in follow-up focus groups. These focus groups were used to gain further in-depth understanding and to explore generalisability.

Findings: Two overarching themes were identified, suggesting two distinct responses to non-medical interventions to manage diabetes symptoms: "It's not my fault" themes discussed lack of control of the condition, lack of efficacy of intervention, and limiting effects of the condition. "Getting on with it", themes suggested ongoing activity, finding one's own information, and achieving control.

Conclusions: While exercise interventions are considered beneficial for people with diabetes in managing their condition, these may not be well received, and this research identified barriers to participation and explored participants lived experience of interventions. Based on the results of this study, exercise interventions and approaches to promote physical activity can be tailored to increase uptake and adherence, which in turn would reduce the considerable financial burden on the NHS.

Rachel Wilcock, Andy Smith, David Haycock, Tom Duffell (*Edge Hill University*)

**Engaging men with mental illness in community-based sports programmes: A case study of the Offload programme.**

Objectives: Promoting men's mental health and addressing mental illness through community-based healthcare is a key challenge for public health. This paper explores men's mental health via an analysis of Offload, a rugby league community-based programme for men aged 16 and above in north-west England.

	<p>Methods: Ten focus groups were held with 69 men to explore their experiences of poor mental health or mental illness and their engagement with the Offload programme. The data were analysed using reflexive thematic analysis.</p> <p>Findings and discussion: The findings indicated that men who attended Offload had either been encouraged to by other family members, had engaged with other more traditional services, and/or were in need of urgent mental health support. Critical to men's engagement was the brand of rugby league clubs, the use of non-clinical place-based settings (e.g. club stadia, workplace), gender sensitive and solutions-focused activities, lived experience of mental illness, humour, and sporting language and analogies. These features were in turn associated with improved mental health by enhancing sleep, reducing substance abuse, increasing physical activity and re-engaging with work and volunteering. Theoretically, the significance of men's social relations, health as a gendered and processual experience, and place-based approaches to mental health promotion are used to help explain the findings.</p> <p>Conclusions: This paper offers new insights into how sport organisations can be used to support males with poor mental health or illness, and offers original theoretical insights into the relational and processual features of these conditions.</p>
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*Tuesday 26<sup>th</sup> July > Parallel session 3 – 15.30-17.00*

<p><b>Arnold Wolfendale CLC013 Symposium</b></p>	<p>Andy Smith (<i>Edge Hill University</i>), Florence Kinnafick (<i>Loughborough University</i>)</p> <p><b>Advancing Qualitative Research by Working with Experts by Experience in Sport, Exercise and Mental Health.</b></p> <p>About the symposium: There is increasing global interest in the interrelationships between sport, exercise and mental health. Traditionally an area of research dominated by psychologists, sociologists and other social scientists of sport have also begun to examine mental health in the context of professional and community sport, and in other exercise domains. Research priorities include how mental health can be positively promoted through engagement in sport, physical activity, and exercise, and how sports and exercise cultures are associated with poor mental health. Both these priorities have important implications for mental health programmes and interventions, and for public policy. Particular attention has been paid to the importance of incorporating the lived experience of mental health problems in all parts of programme design, implementation, and evaluation to better address the mental and physical health inequalities experienced by this population group.</p> <p>Aim of the symposium: This symposium will bring together researchers, partners, and experts by experience with a shared interest in exploring sport, exercise (including physical activity) and mental health, and who prioritise working with experts by experience through qualitative methods. It will: (i) reflect upon the opportunities and challenges of using qualitative methods to work with experts by experience in mental health research; (ii) examine how qualitative methods can be used to advance knowledge of and for mental health; (iii) explore how</p>
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	<p>the lived experience of researchers and other groups inform the selection of methods in co-produced and participatory approaches to qualitative research.</p>
	<p>1. Andy Smith (<i>Edge Hill University</i>), Florence Kinnafick (<i>Loughborough University</i>)  <b>Moving for Mental Health: Lessons for Including Experts by Experience in Sport, Exercise and Mental Health Research.</b></p> <p>In this introductory paper we reflect upon our experience of working with experts by experience, policy-makers, government departments and community organisations to produce the government policy brief, <i>Moving for Mental Health</i>, with the Sport for Development Coalition and Mind. We focus particularly on the importance of incorporating the insights of experts by experience into our research which provided the foundations for a series of evidence-based recommendations intended to improve mental health following COVID-19.</p>
	<p>2. Justine Anthony, Florence Kinnafick (<i>Loughborough University</i>), Kieran Breen (<i>St Andrews Healthcare</i>)  <b>Understanding context through immersive methods.</b></p> <p>The medical model of clinical practice, whereby illness is diagnosed according to the presence or absence of observable symptoms, although universal, has been criticized for its insensitivity to the lived experience of patients. In this paper, we reflect on the experience of conducting qualitative research with adolescents in a secure psychiatric setting. We highlight the importance and the lessons learnt of conducting qualitative research, with this seldomly heard population and in this unique context, as part of the development of a physical activity intervention. We emphasize how a period of immersive fieldwork was necessary to gain a deeper understanding of the secure environment and its social and institutional context, enabling us to better consider the needs of the patients, staff, and organization in the research process. We discuss how this fieldwork facilitated a holistic, deeper and nuanced insight that could not be gained from traditional processes, or tokenistic forms of 'patient public involvement' by understanding a patient's reality within the environment in which they live.</p>
	<p>3. Anthony Papatomas (<i>Loughborough University</i>), Han Newman (<i>University of Hertfordshire</i>)  <b>"But you're the experts!": Critically reflecting on co-produced exercise promotion with Thalidomide survivors.</b></p> <p>From around the late 1950s, Thalidomide was used as a drug treatment for pregnancy induced morning sickness and caused hundreds of UK children to be born with severe bodily defects. Not expected to reach adulthood, Thalidomide survivors are now approaching their late 50s and manage a range of disability-related health issues such as obesity and arthritis. Mental health problems, including depression and anxiety, are also common. Although physical activity may support better physical and mental health, there are multiple unique barriers in the way. This paper addresses our efforts to promote physical activity by prioritizing Thalidomide survivors' expertise by experience. Specifically, drawing on principles of participatory action research, we worked with the Thalidomide community at every phase of the research process; including research planning, selection of outcome measures, and</p>

	<p>intervention development. Critically there is no smooth linear route to effective co-produced research, and the “experts” label can be as daunting and burdensome as it can be empowering. Thalidomide survivors have received much traditional scientific scrutiny throughout their lives and are accustomed to research done on and to rather than by and with them. There are also tensions when experiential insights are at odds with academic wisdom; how do we proceed ethically while maintaining our “participatory” values? In conclusion, we challenge the idea of co-production as participant utopian, but rather a terrain for participants to be judiciously supported across.</p> <p>4. Sam Perks and an Expert by Experience (<i>Mind</i>)  <b>Leveraging the Benefits of Including Experts by Experience in Qualitative Research in Sport, Exercise and Health.</b></p> <p>In this final paper, the convenors will facilitate a discussion with Sam Perks (Physical Activity Operations Manager at Mind) and an Expert by Experience (at Mind) on the benefits of Including experts by experience in qualitative research in sport, exercise and health. The need for more participatory approaches in qualitative research, involving experts by experience in all stages of the research process, and the opportunities and challenges of this for programme design, implementation and evaluation will be considered.</p>
<p><b>Rosemary Cramb</b>  <b>CLC202</b>  <u><a href="#">Symposium</a></u></p>	<p>Bonnie Pang (<i>University of Bath</i>), Francesca Cavallerio (<i>Anglia Ruskin University</i>), Melissa Day (<i>University of Chichester</i>), Ciara Everard (<i>St Mary’s University</i>)  <b>Using creative and arts-based research methods with diverse communities in sport and health.</b></p> <p>This symposium brings together researchers from different academic disciplines and career stages and aims to contribute to the growing development in creative and arts-based research (C/ABR) in sport and health. The five presenters, coming from the disciplines of sociology, psychology, health, and physiotherapy, will provide a reflective account of their projects’ engagement in C/ABR with diverse community groups and/or co-created work with artists and professionals. C/ABR can involve all forms of artistic engagement, including (non)fiction-based approach (comics and radio drama plays), visual-based approach (films and animations), and textual-based approach (letter writing). C/ABR can be both process and product of research. As a data collection method, the art forms are considered as research data in their own right; as a dissemination method, C/ABR are used as a vehicle to translate the results of a research to inform a broader audience. In this symposium, we will discuss both approaches, exploring how we used C/ABR as a medium to collect research data and/or disseminate research findings. We aim to use our C/ABR work to provoke questioning, open dialogues, evoke emotional reactions, and inspire further social actions and professional development in various academic disciplines in sport and health.</p> <p>1. Bonnie Pang (<i>University of Bath</i>)  <b>Using comics and radio drama plays to understand British Chinese children’s health experiences.</b></p> <p>British Chinese children are often ignored or marginalised in research that address children’s health and sport and their wider experiences and participation and sets of rights. This is also the case within the field of Arts</p>



Based Research (ABR). The presentation will focus on the research design and results of creating artwork based on the ethnographic data collected with the children-participants. Radio drama scripts, recordings and comics co-created with professional artists and children-participants to move beyond a one-dimensional level of communication are examined alongside research development in ABR. The artwork specifically captured the different British Chinese children's voices and distilled into quintessential conflict in the stories, awaiting readers to imagine resolutions to the dilemmas presented in these children's lives. Drawing on the process, research data and output generated from the artwork, I will provide implications to the significance of exploring subjectivities of British Chinese children's sport and health, the methodological and ethical concerns, and potentials for public engagement and impact through ABR.

2. Francesca Cavallerio (*Anglia Ruskin University*)

**Visual story completion: using nonfiction comics to engage youth athletes in participatory research that encourages change.**

While story completion has been described as "the best new method for qualitative data collection you've never even heard of" (Clarke et al., 2019, p.1) and its use in sport and exercise research provided useful results, one of the main limitations is the 'writing requirement' which can at times discourage potential participants to engage with data collection. When doing participatory research with young participants, it is important to ensure the activities provided are inclusive and engaging. The study aimed to 'merge' the potential of story completion, with the use of nonfiction comics as a way to engage young gymnasts to complete 'Sally's story'. Three to five gymnasts participated, working in groups, and were asked to interpret and complete the story, which was presented without any text as a form of visual stem. Group discussions while completing the story were recorded to allow for transcription and analysis of the conversations' content. The presentation will provide implications for the development and application of nonfiction comics as a visual alternative when working with young athletes in promoting an understanding of their sporting experiences.

3. Melissa Day (*University of Chichester*)

**'A letter to my younger self': Celebrating the value of hindsight and narrative re-description.**

This presentation seeks to extend the variety of written methods used in sport, exercise, and health research by outlining the use of a novel written technique for data collection: "A letter to my younger self". The presentation will draw on empirical data from a range of populations (e.g., elite athletes, those with chronic health conditions) who were invited to write a letter back to their younger self, and will outline the process involved in developing this method. In doing this, the presentation will explore the use of letter writing through a narrative lens, considering the dialogue created not between two people, but between one person at two historical timepoints. Listeners will be invited to consider the value of retrospective re-description in understanding life experiences and the benefits that may be gained from hindsight. Finally, the presentation will consider how this method could be extended and how letters written in hindsight may provide a form of narrative learning and a source of narrative care for those experiencing similar difficulties.

	<p>4. Ciara Everard (<i>St Mary's University</i>)  <b>Using Evidenced-Based Video Narratives to Communicate Stories of Sport Injury.</b></p> <p>While the psychology of sport injury is a flourishing field of research, evidence suggests that a 'gap' exists in the translation of this knowledge base to professional practice. This knowledge-practice gap has led to calls to disperse sports injury psychology research in more accessible, relevant, and multi-sensory formats, that better align with the needs of athletes, coaches, and practitioners. Heeding these recommendations, this research aimed to bridge this ongoing knowledge-practice gap by firstly co-constructing videos that translate evidence-based narratives of sport injury experiences. This process involved working collaboratively with a digital learning practitioner, videographer, elite track athletes, and a research team. Second, this research aimed to explore the effectiveness of the co-created video narratives in communicating the multiple and lived experiences of injury with a diverse audience. Sixty-nine participants (i.e., athletes, coaches, and practitioners) were recruited for 11 focus group interviews. Drawing upon the process of co-constructing, implementing, and gathering feedback from end-users (i.e., athletes, coaches, practitioners), I will discuss the implications of these evidenced-based video narratives in addressing the current knowledge-practice gap by effectively and creatively communicating stories of sport injury experiences.</p>
<p><b>Ken Wade</b>  <b>CLC203</b>  <u><a href="#">Symposium</a></u></p>	<p>Ben Powis (<i>Solent University</i>), James Brighton (<i>Canterbury Christ Church University</i>), P. David Howe (<i>Western University</i>)  <b>Researching Disability Sport: A Symposium.</b></p> <p>Over the last two decades there has been increased attention within the social scientific investigation of disability sport. However, the tone of this work is often overly descriptive with harsh ableist undertones; it predominantly treats disability as a homogenous construct and fails to adequately acknowledge how it intersects with dimensions of embodied identity (e.g. race, ethnicity, gender, sexuality, age and class). Significantly, these shortcomings are indicative of our collective failure to engage with contemporary, innovative theoretical and methodological frameworks. In this methods-focused symposium, we will discuss how contemporary disability sport scholars are attending to previous failings by creating rich, innovative, and robust research. The aims of this symposium are twofold: 1) to examine the social and political tensions that continue to mark the disability sport research process (from the perspectives of disabled and non-disabled researchers) and 2) to explore how researchers are using new methods to advance knowledge in the field of disability sport.</p> <p>Overview of the session  To begin the symposium, Macbeth and Powis provide confessional tales of their experiences as non-disabled researchers in disability sport. They discuss three pertinent themes – "– positionality, asking about impairment and giving back – and, in doing so, offer important critical reflections on complex and fluid identity positions that work to dismantle the impairment-based insider-outsider binary. This opening presentation intends to provide a foundation for dialogue and debate between disabled and non-disabled researchers and their disabled co-researchers or research participants.</p>

	<p>Drawing upon the themes of the first paper, the following three presentations then showcase the methodological diversity of contemporary disability sport research. Bundon and Mannella discuss their 'Parallel auto-ethnographic accounts of competing at the Paralympic Games - as a sighted guide in Nordic skiing and as a visually impaired (VI) athlete in alpine skiing respectively. Their separate yet parallel experiences of parasport successfully capture the unique partnership between VI athletes and their sighted guides and interrogate the disabled and non-disabled binaries that continue to be (re)produced in sport contexts. In our second empirical presentation, Irish uses creative nonfiction (CNF) to explore the challenges found at the intersection of disability, race, and sport. Drawing upon interview data with Black Deaf individuals involved in sport, he will discuss the collaborative process of developing CNF and demonstrate why this methodological approach is such an effective way to authentically represent intersectional experiences.</p> <p>Wheeler and Peers then bring the themes of intersectionality and creative methodologies together through their collaborative autoethnography on sport, disability, sexuality, and belonging. Their rich and evocative storied conversation, which draws upon their lived experiences, seek to disrupt dominant discourses of disability, queerness and parasport and create spaces for new and contested ways of thinking. Finally, Howe closes the symposium by critiquing the relationship between cultural politics and disability sport research. As a former Paralympic athlete and outspoken advocate for the needs of people who experience disability to have voice, Howe considers the role of explicit advocacy through scholarship and reflects upon the importance of conducting research that challenges those in positions of power and influence.</p> <p>1. Jess Macbeth (<i>University of Central Lancashire</i>), Ben Powis (<i>Solent University</i>)  <b>What are we doing here? Confessional tales of non-disabled researchers in disability sport.</b></p> <p>2. Andrea Bundon (<i>University of British Columbia</i>), Staci Mannella (<i>Ball State University</i>)  <b>Seeing without Sight – the Athlete/Guide Partnership in Disability Sport.</b></p> <p>3. Thomas Irish (<i>Independent Scholar</i>)  <b>Race, Ethnicity and Disability: The experience of Black Deaf individuals involved in sport.</b></p> <p>4. Stephanie Wheeler (<i>University of Illinois</i>), Danielle Peers (<i>University of Alberta</i>)  <b>Playing, Passing and Pageantry: A Collaborative Autoethnography on Sport, Disability, Sexuality, and Belonging.</b></p> <p>5. P. David Howe (<i>Western University, Canada</i>)  <b>Cultural Politics, Disability Sport and Physical Activity Research.</b></p>
<p><b>Earth Sciences</b>  <b>ES228/229</b></p>	<p>Mohan Bains, Camilla J. Knight, Denise. M. Hill (<i>Swansea University</i>)  <b>Developing, implementing, and evaluating a parent support programme for rugby parents: An action research project.</b></p> <p>Objectives: The aim of this project was to develop, implement, and evaluate a parent support programme for an under 18 rugby academy team.</p> <p>Methods: A revised version of Lewin’s model of action research (Elliot, 1991) guided the study. Firstly, observations, interviews, and informal conversations occurred with parents and staff members to identify parent support needs.</p>

Data were analysed following the guidance of Miles, Huberman and Saldana (2018). Analysis indicated that a series of face-to-face interactive workshops broadly focused on topics related to transitions would be most useful and desirable. Thus, a four-workshop programme was developed and delivered. The programme was evaluated throughout by informal conversations during the workshop, completion of an online survey and interviews.

**Findings and Discussions:** The four workshops focused on the transition from under 17s to 18s, potential pathways after the under 18-season, handling non-normative transitions, and autonomy-supportive parenting were delivered. Overall, parents indicated that they found the workshops to be beneficial and enjoyable, particularly when they had opportunities to engage in discussion with other parents. They perceived that the content was useful, although some were unsure of the duration and regularity of the workshops. Researcher field notes highlighted both strengths of the programme and areas for further consideration.

**Conclusions:** Utilising an action research approach to develop, implement, and evaluate parent support programmes appears to be effective. Particularly, it allows for a more nuanced programme to be developed, which particularly caters to the needs of the parents and organisation in which it is being delivered.

*Wai Man Tang (The Chinese University of Hong Kong)*

**Participatory Action Research with Multicultural Youth in Hong Kong: Opportunities and Challenges in a Kabaddi Project.**

**Objectives:** Hong Kong has been branded as Asia's World City, with 8.0 percent of the ethnic minority population. But many reports showed that ethnic minority groups, particularly from South Asia and Southeast Asia, face social marginalization. Their education needs are poorly met. There is no intercultural education in formal schooling; low intercultural competency among Hong Kong school students has been reported.

**Methods:** Drawing on the participatory action research approach, we collaborated with a sports association and conducted a summer program in 2021. This sports association teaches a South Asian sport, kabaddi, in secondary schools and social communities to promote ethnic integration. The study recruited 14 interns with 8 Chinese and 6 South and Southeast Asians to participate in the summer program. We conducted participant observation and in-depth interviews with them to examine the impact of this program on their intercultural learning.

**Findings and Discussion:** The findings of the study reveal that the program has at least two potential benefits. First, it enhances the Chinese interns' understanding of ethnic minority groups by knowing their nuanced differences, which are often reflected in their sports cultures. Second, it enhances their empathy for them as they often encounter social discrimination together. However, the study also identifies two challenges. First, interns with strong athleticism tend to show little interest in the program's socio-cultural aspects. Second, interns whose co-ethnic relationships are important to them are more

	<p>likely to find multiculturalism irrelevant. And both challenges are found to be related to the neoliberal culture in Hong Kong.</p> <p>Conclusions: Hong Kong students need intercultural education, and sport is an effective tool to raise their intercultural competency. However, neoliberalism practiced in sports, education, and social services has unfortunately compromised the effectiveness of intercultural sports programs.</p>
	<p>Oliver Hooper, Rachel Sandford (<i>Loughborough University</i>), Thomas Quarmby (<i>Leeds Beckett University</i>)</p> <p><b>Putting them in the picture: Using concept cartoons in research with marginalised young people.</b></p> <p>Concept cartoons are an innovative participatory research method, initially utilised by Hooper (2018), who adapted the idea from a pedagogical tool originally intended to support young people in learning about complex/abstract concepts. This paper explores how this novel method was utilised and extended within the 'Right to be Active' (R2BA) project. R2BA was a methodologically innovative study of care-experienced young people's (CEYP) perspectives on/experiences of sport and physical activity (PA) in England (see Sandford et al., 2021). Within the R2BA project, concept cartoons were developed (with the support of a graphic designer) based on the data generated with/by CEYP during the first phase of focus group interviews. These sought to represent CEYP's varied perspectives on/experiences of sport/PA and were shared with participants as part of the follow up focus groups, to ensure that the CEYP felt the cartoons accurately represented their views. This paper shares how the use of concept cartoons evolved beyond being simply a tool to generate data to also be a means of communicating findings - helping to storify CEYP's narratives of sport/PA (Hooper et al., 2021). Indeed, following completion of the project, concept cartoons have been used to disseminate project findings to various adult stakeholders and have proved particularly effective in engaging both young people and adults alike, highlighting their potential for exemplifying and amplifying the voices of marginalised young people in sport/PA broadly.</p>
	<p>Sarah Ward, Andy Smith, Emily Lovett, Greg Doncaster (<i>Edge Hill University</i>)</p> <p><b>Exploring the impact of a place-based educational sport programme on the mental health and wellbeing of children and young people.</b></p> <p>Objectives: Children and young people (CYP) in Liverpool City Region live in one of the most deprived areas of England, where the prevalence of poor mental health, mental illness, and other social problems (e.g. educational underachievement, crime, unemployment) is higher than the national average. This paper explores the impacts of a place-based educational programme delivered by Everton in the Community (EitC) on the mental health and wellbeing of CYP, and how participants can be creatively engaged in the research.</p> <p>Methods: Based in North-West England, this ongoing PhD project involves participatory action research conducted with CYP aged 11-16-years-old. Focus groups and creative methods (e.g. drawings, worksheets, videos) were</p>



	<p>used, and the data generated was transcribed verbatim and subject to reflexive thematic analysis.</p> <p>Findings and discussions: The initial findings demonstrate how the programme increased the confidence of CYP and improved their social relationships with others beyond their usual social circles, both of which are important for mental health. The creative methods used shed further light on the opportunities and challenges of engaging CYP in place-based education and mental health research.</p> <p>Conclusion: The paper reflects on the use of a place-based educational programme to enhance the mental, social and educational outcomes of CYP in areas of high deprivation. It demonstrates also how the experiences of CYP can only be adequately understood in the context of their relations with others, social processes of power and control, and the wider inequalities which beset their lives.</p>
<p><b>Earth Sciences ES230/231</b></p>	<p>Lars Domino Østergaard (<i>Aalborg University</i>)  <b>Urban Lifestyle Sports in Physical Education – does it have any potential?</b></p> <p>Objectives: Urban lifestyle sports (ULS) like parkour, freestyle soccer and skateboarding, are non-competitive, autonomous and creative forms of sports. Accordingly, ULS taught in physical education (PE) in schools may have the potential to activate students not motivated by the team-based competitive sports disciplines often taught in PE classes. The following describes the potential of ULS as an element in PE examined and discussed in relation to school children’s experiences with this alternative form of sport.</p> <p>Methods: Data were collected as observations of three school classes on a ULS introduction day, followed by interviews with some of the participants (20 students; 10 ♂, 10 ♀, age 12-14 years). Data were subsequently coded and thematically analysed.</p> <p>Findings and Discussion: On the introduction day, all students were engaged in the selected disciplines. In the following interview, the students stated that the ULS experiences had been joyful, fun and motivating. Even though only few students after the day continued doing ULS, they all suggested that ULS should be a part of PE in school as an alternative to the ordinary sports and running disciplines. Nevertheless, it was primarily children already physically active outside school who voluntarily continued doing the ULS activities. Therefore, especially the implementation and didactics in teaching ULS in PE are important if children who are not physically active are to be engaged.</p> <p>Conclusions: ULS have potential to engage and activate school children in PE. However, it seems to be already physically active children who voluntarily engage further in ULS.</p>
	<p>Fran Musgrave (<i>University of Worcester</i>)  <b>Exploring children’s experiences of and access to outdoor play in rural England.</b></p> <p>What are you proposing?</p>

	<p>This study explores 10/11-year-olds' independently mobility for the purpose of outdoor play in rural settings, and to what extent gender-specific socio-cultural factors effect children's outdoor play in a rural realm.</p> <p>Two complimentary methods are to be implemented: mixed-gender focus groups and sketch mapping. The focus groups facilitate children's verbalisation of space-related access and restrictions, whilst sketch mapping deepens insight to the experiences and relationships children have with their physical world. These methods combined provide children with different ways to express their experiences and narrate their own drawings.</p> <p>Why is it important? Although studies have noted the decline in children's outdoor play, in both rural and urban areas, the focus has been primarily on urban settings. By focusing on the rural, this research will provide much-needed insight to the barriers around children's outdoor play. Additionally, there are equivocal findings regarding the extent of gender effecting the experience of spaces for outdoor play, therefore this research will add depth of understanding as to how girls and boys use the outdoor environment.</p> <p>What might be an outcome or consequence of what you're suggesting? The findings will fill a scientific lacuna around rural play, provide insight into gender differences related outdoor play and offer recommendations with the aim to increase outdoor play.</p>
	<p>Aston Monro, Andy Smith, Helen O'Keeffe, Rachel Wilcock (<i>Edge Hill University</i>)</p> <p><b>Individualized, medicalized and socialized: exploring children's and young people's understanding of health.</b></p> <p>Objectives: This paper explores children's and young people's understandings of health through their engagement in a community sport and education-based mental health literacy programme, Tackling the Blues.</p> <p>Methods: Between 2015-2018, 310 participants (150 males, 160 females) engaged in 61 focus groups held in 10 primary and seven secondary schools, and one young carers group. Among other things, the focus groups explored participants' understandings of health and especially mental health. All focus groups were transcribed verbatim and subjected to reflexive thematic analysis drawing upon theoretical ideas related to neoliberalism, medicalization and relational understandings of health.</p> <p>Findings and Discussion: Participants' understandings of health were dominated by neoliberal concerns about personal responsibility, self-control and morality which underpin ideologies of healthism and are associated with key aspects of medicalization. Mental health was largely conceptualized in cognitive and biological ways, and often discussed to in relation concerns about the 'brain', 'thoughts' and 'feelings'. The social or relational dimensions of health were typically underplayed by comparison, though reference was often made to the significance of stigmatising attitudes and behaviours previously experienced by children, young people and their peers.</p>

Conclusion: The paper argues that to adequately understand dominant conceptualizations of health among children and young people requires us to acknowledge the inherently relational and processual nature of social life, the significance of social processes of power and self-control, and the biopsychosocial dimensions of health. It also emphasises the need to recognise the impacts of inequality and social determinants on perceptions and experiences of health.

Rodrigo Soto-Lagos, Carolina Cortes-Varas, Solange Freire (*Universidad Andres Bello*)

**How to promote physical activity at school? A Socioecological and Qualitative study.**

In recent years, the World Health Organization has declared that physical inactivity is a global problem and all the States associated to the United Nations system have create public policies to solve this issue. In this context, schools have been the key organizational focus to promote physical activity in children and youth population. Objective: The aim of this paper was to analyze physical activity policies from a socioecological and qualitative model.

Methods: 40 collective interviews were done. The participants were directives, teachers, non-teachers, students, and families from public and private schools in Chile. To analyze the data the team used discourse analysis using the inspiration of cultural and sociocritical Sport Psychology.

Findings and discussion: The findings and discussion show that emotions, social relationships, gender, economic inequalities, and theoretical foundations are the most important dimensions to considerer when policies will develop. To conclude, this study suggest that these factors need to be promoted because the biomedical and individualistic model is the principal foundation in policies what means that real change in the promotion of physical activity of population is not in the correct way.

*Tuesday 26th July: Poster session – 18.30-20.00 Durham Cathedral  
(FREE event with wine and canapés)*

Adam Dickinson, David Maidment, Ed Cope (*Loughborough University*)

**Assessing the barriers and facilitators to participation in wheelchair basketball: a qualitative meta-synthesis of the literature.**

**Objectives:** The primary objective of the review was to identify the barriers and facilitators of participating in wheelchair basketball among both disabled and nondisabled children and adults. The secondary objective was to examine the perceived physical and mental health benefits of participating in this sport within these different groups.

**Methods:** A meta-synthesis of the qualitative literature examining experiences of disabled and nondisabled children and adults participating in wheelchair basketball was conducted using systematic searches of PsycInfo, SPORTDiscus, MEDLINE, ScienceDirect, ASSIA Plus, Humanities Index, Cochrane, NICE Evidence Search, PubMed, Scopus, and Web of Science. Of 30 identified for screening, 23 full-text qualitative studies were eligible for inclusion, whereby a reflective thematic analysis was employed to synthesise the findings.

**Findings and Discussion:** Preliminary findings have identified the following barriers and facilitators in both age groups: the financial costs of participating in wheelchair basketball, the location of facilities, the agents and agencies involved in introducing players to the sport, and the use of reverse integration in wheelchair basketball. The following benefits have also been identified: improvements in quality of life and self-confidence, acceptance of a newly acquired disability, and a sense of belonging to a community.

**Conclusion:** The findings of this review may help to inform the development of future interventions aimed at empowering children and adults to participate in wheelchair basketball. This review is part of a wider project aimed at increasing participation in wheelchair basketball and could act as a roadmap to craft relevant, applicable, and inclusive interventions.

Amber Shipherd (*Texas A&M University - Kingsville*), Chelsea Duncan (*James Madison University*), McKenzie Hahn, Sophia Ramirez (*Texas A&M University - Kingsville*)

**Humbled, supported, and opportunistic: An exploration of stress mindset and sport injury related growth in athletes who sustained a severe sport injury.**

Though stress is often viewed as negative, one's beliefs about the nature of stress (e.g., stress mindset) play a large role in the extent to which one experiences either beneficial or detrimental outcomes of stress (Crum et al., 2013). Likewise, while sport injury experiences are often negative, some athletes experience sport injury related growth (SIRG; Booth et al., 2018). Shipherd and colleagues (2022) found a positive correlation between stress mindset and SIRG, where individuals with a stress-is-enhancing (SIE) mindset reported higher levels of SIRG following an injury. **Objectives:** The aim of this study was to explore the beliefs and experiences of stress and growth in athletes who sustained a severe sport injury within the past year.

**Methods:** Maximum variation sampling was used to identify participants with a SIE mindset and those with a stress-is-debilitating (SID) mindset. Semi-structured interviews were conducted with six athletes who had experienced a severe sport injury.

**Findings and Discussion:** Data analysis revealed two first-order themes: domains of growth experienced and factors facilitating injury experience. Athletes with a SIE mindset reported more coping resources, feeling humbled, appraised their injury as a challenge or

opportunity, and experienced personal growth and psychological performance enhancement. Athletes with a SID mindset reported social pressure, feeling self-pity, appraised their injury as threatening, but acknowledged experiencing physical and technical growth.

Conclusions: Differences in growth, coping resources, and injury appraisal were observed between injured athletes with differing stress mindsets. These findings may assist practitioners in improving the experience of injured athletes.

Andie Riches (*Anglia Ruskin University*)

### **From the Boat Race to the Boat Races: The Oxford-Cambridge University Women's Boat Race and Media Framing.**

#### Objectives

In 2015, the Oxford-Cambridge University Women's boat race was staged on the Thames, London, alongside the men's race for the first time in its 78-year history, 'the boat race' became 'the boat races'. The evolution of the Women's University Boat Race is sparsely documented, with no research examining media coverage of the event including media messages, framing and representations of the female athletes. Media framing places emphasis on an issue to make sense of an event, "frames" can regulate audience perception. This study aims to examine how events surrounding the creation of the boat races were framed in the media from 2011 to 2015.

#### Methods

A systematic media search was initiated electronically identifying newspaper articles published nationally and internationally. News frame analysis was applied to the data (n=177) and conducted using a series of stages to determine themes relating to how the media both interpret and frame the athletes and events leading up to and surrounding the creation of the boat races.

#### Findings

This research is ongoing and initial analysis suggest media reporting is based on educating the public on institutional change and the importance of women's participation in rowing. Preliminary findings show an increase of news articles published in 2015 and four news frames became apparent, 'human impact', 'powerlessness', 'economics' and 'moral values'.

#### Conclusions

This study will identify opportunities to develop reporting practices to ensure accurate representation of women's participation in sport. Alongside enhanced promotion and support of athletes during institutional changes of momentous sporting events.

Ashley Gluchowski (*University of Manchester*)

### **Are Older Adults Adhering to the Strength Component of the Physical Activity Guidelines?**

Background: In 2019 the UK integrated strength recommendations into their Chief Medical Officer's Physical Activity Guidelines. To our knowledge, it is unknown if older adults are aware of these guidelines and whether they are adhering to these recommendations. The purpose of this study was to offer a nuanced description of older adults' awareness, understanding and participation in activities that meet the strength component, as well as their perceived motivators and barriers to strength training participation.

Methods: Older adults living in the UK (n=15, 70±3.3 years) volunteered to participate

in one 30-minute, semi-structured, one-on-one interview on Zoom with the lead author. Study advertisements were placed in ageing charity e-newsletters. People who identified as 65 years old or over and living in the UK were asked to respond via email if interested.

#### Results: 1. The Chief Medical Officers Strength Guidelines

##### 1a. Awareness

None of our participants were aware of the strength recommendations 'I honestly can't say that I ever recall seeing that.'

##### 1b. Action

Walking was the main modality for participants who believed they were meeting the strength guidelines

'I think I'm more than meeting them because... I do masses of walking...'

##### 1c. Suggestions for Improvement

Adding more detail to the guidelines and separating the guidelines based on ability, rather than chronological age, was suggested 'It's a bit subjective as to what counts as building strength.'

##### Misconceptions of Strength Training

'You know, you always know, don't overload yourself ... I never push it.'

##### Strength Training of the Future

'There's a big cohort of us that are what you might call young old and the provision for us who are fit and active is sadly missing...the classes that are on are always for the older old'

Conclusion: Active, younger-older adults living in the UK report an unawareness of the strength guidelines. Future adherence reporting to the strength guidelines should be interpreted with an abundance of caution, as older adults are largely unaware of what activities fulfil this requirement. Researchers & practitioners can influence the many barriers to strength training participation, primarily with the dissemination of accurate information and providing age & ability-appropriate strength training prescription.

Ashley Meggitt, Francesca Cavallerio, Justin Roberts (*Anglia Ruskin University*)

#### **Exploring how a coach's attachment influences their engagement in the coach-youth athlete relationship.**

Objectives: This study looks to identify and explore the narratives of attachment among youth sport coaches, to understand their impact on coach-athlete (C-A) relationship.

Attachment theory is a developmental psychological theory, little used in sports psychology, that offers a framework with which C-A relationships can be investigated.

Method: The study employed story completion (SC) as a method for data collection and utilised a comparative design by contrasting two story stem scenarios created to elicit attachment responses. The collected data was the subject of dialogical narrative analysis (DNA) and analysed from a critical realist perspective.

Findings-and-Discussion: The analyses of 34 stories (n=17 participants) identified restoration as the dominant narrative in both story stems and was presented through the big stories of Doing the Right Thing (DRT) and Restoring the Athlete (RA). DRT is about treating an injured athlete and restoring them to the session. The telling is dominated by formal and procedurally driven narration. RA documents how the coach connects with, and restores, a distressed athlete's mood. These stories are less homogeneous and more empathetic in their telling. Findings suggest that the contrasting stories and the narrative resources available to coaches to tell their stories, were mediated by incident type.



Conclusion: The actualisation of the restoration narrative through the big stories demonstrates the influences of the socio- cultural narrative resources called on by the coaches to filter attachment behaviours. Understanding how this filtering impacts on the C-A relationship offers opportunities to help coaches think proactively about the development of such relationships.

Cillian Brennan (*Mary Immaculate College*), Elaine Murtagh (*University of Limerick*), Richard Bowle (*Mary Immaculate College*) Luiza Gonçalves (*Federal University of Mato Grosso do Sul*), Melissa Parker (*University of Limerick*)

**‘Sometimes those conversations don’t happen in schools’: Supporting PE specialism graduates to teach PE through an online learning community.**

Objectives: Generalist primary school teachers with a specialism in physical education (PESGs) have demonstrated high self-efficacy to teach physical education (PE). These early career PESGs however, are having difficulties utilising their skills effectively due to the impact of organisational socialisation. This study aimed to empower PESGs to advance their PE teaching practices through a professional learning community (Vangrieken et al. 2017).

Methods: Participants were five PESGs teaching in Irish primary schools, a facilitator, and two critical friends. Due to the Covid-19 pandemic, remote teaching was in place for the first four weeks of data collection in February 2021. The year-long data collection included group meetings, critical friend meetings, teacher interviews, and facilitator reflections. Data were analysed using reflexive thematic analysis.

Findings & Discussion: PESGs benefited from opportunities to connect online with teachers who shared a common interest and passion for teaching PE. The online environment created flexible opportunities for situated learning, as teachers supported each other to overcome challenges in their teaching. As trust developed, teachers were empowered to share their expertise in their teaching contexts and support the whole school provision of PE. These communities present an opportunity to support PESGs’ progression as early career teachers and can help overcome the threat of workplace washout.

Conclusion: Online professional learning communities provide accessible opportunities for teachers to connect and learn from others with a shared interest, empowering them as teachers and leaders. These communities can help teachers to navigate their micro contexts and overcome the negative impact of organisational socialisation.

Erin Pearson, Laura Misener (*Western University*)

**Using Photo-elicitation to Explore Paralympic Athletes Perspectives of Paralympic Media Coverage**

Objectives: Our study investigated how Paralympic athletes made meaning of discourses of disability within media coverage. We present our empirical research which utilized photo-elicitation as a method to engage in discussions with athletes about their own experiences and understandings of the ways that media represents disability in sport, with particular emphasis on their own athletic career experience.

Methods: We created media portfolios from Canadian media coverage of our participants which were used as a prompt during the interviews to facilitate conversations about participants’ perspectives. Participants were also offered the option to include their own text/visuals from coverage to provide participants with agency in the research process. Eight semi-structured, photo-elicitation interviews were conducted with Canadian Paralympic athletes who had been featured in at least three online media articles since

the 2012 Paralympic Games. We employed a reflexive thematic analysis to analyze the data through engaging Foucault's notions of discourse, power, and technologies of the self.

**Findings and Discussion:** The findings demonstrate that Paralympic athletes made meaning of the discourses of disability within coverage by drawing on their lived and media experiences. Athletes with more media experience articulated problematizations of dominant discourses of disability in coverage and engagement in technologies of the self.

**Conclusion:** Knowledge generated from this study offers an example of how utilizing photo-elicitation can provide critical insights for media personnel from the perspective of those who are represented in coverage. It demonstrates how photo-elicitation may further be employed to explore the perspectives of Paralympic athletes from different cultural contexts and those who are not represented.

Graham Condie (*University of Edinburgh*)

**Doing Disability Research with a Disability during Covid-19 Lockdown: revisiting the opportunities and challenges.**

**Objectives –** As a disability sport, recreation and physical activity researcher with a disability, I planned to deliver a paper at QRSE2020 exploring the opportunities and challenges of doing disability research with a disability. Since then, a lot has happened - Covid-19, lockdowns and home working. However, while working from home has been challenging, I have learnt that lockdown has actually helped me with my research. Indeed, to add to the autoethnography literature, this paper aims to reflect upon those experiences and discuss what implications they have had on my research, PhD and research position.

**Methods –** The paper will look back at lockdown and reflect upon how I grew and developed as a researcher. But also how much I realised that my disability is intertwined with my work, influencing how I write, think about, and understand disability.

**Findings and Discussion -** When reflecting on lockdown, 4 distinct moments of lockdown become clear. (1) Lockdown and the need to slow down my thinking about disability. (2) Appreciating the constructions of my other participants' stories of living with a disability. (3) Critiquing how I thought, read and wrote about disability. (4) Becoming more self-aware of the influence of my own disability.

**Conclusions -** Qualitative research is a meaning-making process, and a researcher's own self-awareness is critical in this knowledge-construction process. By 'working from home', lockdown encouraged me to reflect inwards at myself and understand what role my own disability has had on my work and thinking.

Jo Ann Long, Cassandra Phoenix, Jane Macnaughton (*Durham University*)

**Menopausal women's embodied experiences of movement practices.**

**Background:** This research adopts a feminist perspective to explore women's thoughts, feelings, and embodied experiences of movement during menopause. To date, the majority of research in relation to menopause and physical activity is under-theorised and consists of quantitative studies focusing on a cause and effect of different forms of physical activity on menopausal "symptoms". Less is known about women's lived experiences, perspectives, and embodied sensations during different movement practices. Research focusing on lived experiences would provide a deeper awareness of how women feel and how they come to make sense of their moving body during menopause.

**Aim:** The aim of this research is to explore women's embodied experiences of movement practices including running, cycling, swimming, Pilates, powerlifting, gym and weight

workouts throughout the menopause. Methods: 33 women who self-identified as perimenopausal or menopausal were recruited from women-only recreational sport groups in the North East of England. Data was collected using multiple methods, which included biographical interviewing and creative methods. 21 participants were involved in biographical interviews, 9 took part in go-along interviews. 5 of these participants were subsequently involved in the creative methods, using island mapping. Findings: Data was analysed using reflexive thematic analysis (Braun and Clarke, 2013). Key themes were identified from the women's stories including resistance to ageing, disorientation during the menopausal transition, embodied sensations of movement practices and environmental spaces, and finding solitude and escapism through movement. These findings have implications for how women might be supported to initiate or sustain movement practices during menopause.

Jo Batey (*University of Winchester*), Adam White (*Oxford Brookes University*), Christoph Szedlak (*Hartpury University*)

**“I'd expected it to be traumatic but I'd under anticipated how traumatic it would be”.  
A Research Teams' Reflections on Conducting Emotionally Demanding Research  
with the Bereaved.**

This research aimed to explore a sport-based research teams' experiences of interviewing those bereaved through traumatic brain injury.

This work was underpinned by interpretivism, specifically ontological relativism and epistemological constructivism. Semi-structured interviews were conducted with a research team (n=6) who had interviewed relatives bereaved through traumatic brain injury caused by playing contact sport. Some interviews were conducted while researchers attended a conference with the relatives while others were conducted later online. Results were thematically analysed following procedures by Braun, Clarke and Weate (2016). Four themes were constructed and were represented in the form of a realist tale.

Findings suggested a collective vulnerability amongst researchers who felt unprepared for the impact of listening to traumatic stories. They reported high levels of emotional labour and compassion fatigue. Some reflected on how their emotions influenced their perceived competencies as researchers. Several strategies for managing researcher vulnerability were also identified. Vulnerability was exacerbated when interviews were conducted face-to-face in the immersive research environment. Generally online interviews were less emotionally demanding and fewer examples of vulnerability were evident. However, researchers perceived that the data generated in the online interviews was of poorer quality.

Historically, research on emotionally demanding research has been confined to clinical and helping professions. As sport-based research begins to adopt more creative qualitative approaches and explores the darker side of sport participation it is incumbent upon us to consider the vulnerability of researchers working in these domains, how we might best support such individuals and how such vulnerability might impact the research process.

José Mejías, Miquel Torregrossa, Juan Muñoz, Yago Ramis (*Universitat Autònoma de Barcelona*)

**A Spanish Dual Career Development Environment: the Paralympic perspective.**

Departing from two gaps identified in the literature on sports psychology: (a) the study of dual careers from 'a whole environment' perspective (Henriksen et al., 2019) and (b) the representation of marginalized sports populations (Stambulova et al., 2021); this research aims to explore the experiences of Paralympics athletes in a Dual Career Development Environment (DCDE) from the public sector in Spain.

Five Paralympic athletes who train and live in the DCDE participated in four semi-structured interviews conducted between May 2020 and March 2022. The data was analysed through inductive thematic analysis.

Preliminary findings suggest that (a) within the macro-environment of the DCDE there is a perceived need to have contributions from private companies that complement the subsidies granted by the Spanish Paralympic Committee. (b) Within the micro-environment, the peers' figure stands out, both from the team and from those who also live inside the centre. This environment has the possibility of coexistence of able-bodied and disabled athletes, which generates a feeling of inclusion; a phenomenon that Smith et al. (2016), when comparing their experiences within other contexts, described as a 'sport bubble'. On the other hand, parity in available services such as accessibility in all facilities is highlighted.

This DCDE stands out in terms of equal conditions in which disabled and able-bodied athletes find themselves. This is not only in terms of infrastructure but also in the sense of parity between them, which makes this public sports environment a model to be followed beyond the sports field.

Karen Broughton (*University of Worcester*)

**Changing Government, changing attitudes: Shifting policy of competition within the Primary National Curriculum for Physical Education in England.**

Objectives: An analysis of the three successive English primary National Curriculum for Physical Education (NCPE) from 1989, 1999 and 2013 using a Bourdiesian lens to interpret competition policy change.

Methods: Public policy analysis of Primary NCPE documents using a critical discourse analysis, focussing on discourses linked to competition.

Findings and Discussion: Competition has remained a dominant feature of each successive Primary NCPE. Consecutive Governments held similar beliefs around the capital that children gain from competing in sports, e.g., physical and personal skills, and character development. Each Government consistently upheld assumptions that competing promotes honesty and fair play, whilst being an enjoyable learning experience. Nevertheless, PE in the NCPEs diverged, with Conservative Governments connecting it to games, physical activity, and competitive sport, whilst Labour having a strong focus on the games discourse.

Conclusions: Competition has been afforded a privileged position within the NCPE by successive Governments. It has been deployed as a simplistic solution to address a range of concerns, from morals, fairness, to addressing the decline in elite level performance. This one size fits approach does not offer an answer to issues within the subject. Until there is clarity and acceptance over the purpose of the field of PE, the NCPE is unlikely to lose the dominant focus of competitive sport and therefore challenge the unquestioned doxa of competition behind advocating the benefits to all children.

Kathleen McCarty (*Oregon State University*)

**“I can't be the only one screaming from the rooftops”: US collegiate adaptive sport movement barriers and facilitators.**

Background: Only 16 programs exist which provide elite, intercollegiate sport competition for disabled student athletes in the United States. There is a dearth of knowledge surrounding the adaptive sport programs' operation or barriers. Though adaptive sport is

viewed as a movement for social justice, limited literature investigates the phenomenon in this way.

**Objective:** The purpose of this study was to examine current intercollegiate sport organizations using a Blended Framework of social movement and organizational theory (McAdam & Scott, 2005).

**Method:** A case study (N=3) and qualitative description (QD) design was utilized. One-on-one, semi structured interviews were conducted with 2-3 participants representing each case. Qualitative content analysis results were organized through a Blended Framework overlay including: (1) important actors, (2) destabilizing events, and (3) relevant periods of activity.

**Findings and Discussion:** Novel findings were constructed which contribute to limited literature. Based on participant data, further thematic analysis was used to construct themes within relevant periods of activity, which resulted in a preliminary pathway towards the creation of more programs. This included themes to (1) Start with What You Know, (2) Build a Coalition of Like-Minded Partners, (3) Prepare for the Long-Haul, and (4) Look for Windows of 'Luck.' Participants hypothesized that key stakeholder procurement of "students first, then coach, and then the university" could result in a trifecta within which the successful program was the center. Verbatim participant questions for future research direction are included within the QR code.

**Conclusions:** Future research may test participant hypothesized theories and explore community-generated questions.

Kiara Lewis (*University of Gloucestershire*), Tammi Walke (*Durham University*), Guy Faulkner (*University of British Columbia*), Simon Gibbon (*Nottingham NHS Trust*), Catherine Hewitt (*York University*), Elizabeth Hughes (*Edinburgh Napier University*), Mike Lucock (*University of Huddersfield*), Sue Threadgold, Phil Walters (*Southwest Yorkshire NHS Trust*), Judith Watson (*York University*), Lui Gloria (*Durham University*)

### **Exploration of Physical Activity in a Medium Secure Setting.**

**Objectives:** International evidence in general psychiatric care suggests that increasing levels of physical activity may have a dual effect on health outcomes for people with serious mental illness. However, there is limited evidence available in secure mental health settings. This study aims to explore staff and services users view of physical activity.

- 1.1. To ascertain service users' and staffs' views on physical activity
- 1.2. To understand the barriers to engaging in physical activity in medium secure care from a service user and staff point of view.

**Methods:** To identify the barriers and facilitators in medium secure care to increased physical activity; we have coproduced a questionnaire for all service users to complete in two NHS medium secure units (N=90; N=102) and conducted a staff focus groups at each unit (6-10 in each group, 12-20 people in total).

**Findings and Discussion:** The results of the staff focus groups are to follow but the open-ended questionnaire have been analysed and a number of themes emerging:

Organisational barriers - including lack of facilities, trained staff, equipment and time available and cognitive and emotional barriers including lack of confidence in ability due to medication and existing ailments and a lack of motivation. Facilitators include increased

opportunities to be active alongside peer and staff support and knowledge on health lifestyle choices.

Conclusions: The findings suggest that both practical and psychological support is required if we are to enable those in medium secure settings to realise the potential of increased physical activity.

Kirsty Brown, Jennifer Cumming, Mary Quinton (*University of Birmingham*)

**Student-athletes' access to, attitudes towards, and experiences of help-seeking for mental health within healthcare and the higher education systems.**

Aim: To outline why patient and public involvement (PPI) should be used in novel, qualitative, sport psychology research. Specifically, the presentation will discuss how PPI focus groups with student-athletes will inform interviews on help-seeking experiences of mental health services.

Justifications: PPI is commonly used in public health research to co-produce research with the patients that it affects, from designing the research question to coming up with dissemination plans. However, there is a limited knowledge base, lack of guidelines, and few examples of its use in sports science research.

PPI within sports science could help to identify more meaningful research questions and enhance the impact of research for relevant stakeholders (e.g. athletes and coaches). This presentation will highlight this through research on student-athlete mental health. This ensures that the research direction is suitable from an early stage, which is particularly important for research on athlete mental health as it is a relatively new area of research. Athletes struggling with mental health difficulties should be considered a distinct public health patient group that should be given the opportunity to co-produce research as other patient groups in public health research are.

Implications: The importance of PPI in sports science research is applicable to researchers and practitioners across the field. This presentation will seek to motivate others to use PPI in combination with qualitative research and lay the foundation for future collaboration to form guidelines on PPI in sport sciences.

Lesley Sharpe, Janine Coates, Carolynne Mason (*Loughborough University*)

**Participatory research with young people with Special Educational Needs and Disabilities at the inclusive School Games**

Objectives: The first objective of the research was to explore the perceptions and experiences of young people with Special Educational Needs and Disabilities (SEND) who take part in the inclusive elements of the UK School Games. Therefore, the second objective was to design the research so that its processes would be inclusive of, and accessible to, young people with SEND.

Methods: Participatory research methods were used throughout the research stages to facilitate an inclusive project as follows:

- Recruitment- young people were able to access take home videos outlining the project and their participation via an information pack embedded with Augmented Reality
- Data Co-construction- Young people recorded vlogs capturing their real-time experiences and reflections of taking part in the inclusive School Games



- Data Analysis- Video editing workshops to organise and present data to convey young people's experiences
- Dissemination- Young people led showcases, presentation of vlog movies to School Games stakeholders

Findings and Discussion: Young people with SEND have limited opportunities to engage in school sport that is specifically inclusive. Therefore, the inclusive School Games present valuable opportunities for young people with SEND to feel they belong in sport in addition to discovering and experiencing inclusive sports.

Conclusion: Young people want more from their inclusive School Games and school sport experiences. Participatory methods provide stakeholders and researchers with inclusive and novel approaches to amplifying the voices of young people and accessing their insight.

Michaela Kousalova (*University of Portsmouth*)

**“I’ve never really asked her that...”: Parental perceptions of the power of coaches’ abusive behaviour strategies in youth sport.**

Parents are the first and most significant people in organised sporting experiences of young athletes. However, positive parental involvement in youth sports is not always clear-cut. Regardless of sports institutions creating legislations within youth sports, emotional abuse continues to prevail with destructive consequences on young athletes’ psychological wellbeing with parents being silent bystanders. Consequently, the current study aimed to explore this notion further concerning parental perceptions of the power of coaches’ emotionally abusive behaviour strategies practiced in non-elite level youth sport. With the university ethics approval, seven parents and one caregiver took part in semi-structured interviews. The use of four vignettes illustrating coaches’ emotionally abusive behaviours practiced on a 14-year-old athlete allowed for eliciting information about this sensitive topic. Using Interpretative Phenomenological Analysis (IPA), this resulted in two main themes and four sub-themes: A) Coaching Styles – 1) Perceptions of Abusive Behaviours, 2) Behaviour Consequences, and 3) Indirect Collaborations; B) Intervention – 1) Approach and Knowledge. The findings revealed parental complicit behaviours to coaches’ abusive behaviours. This research offers several implications to assist parents, coaches, and various organisations involved in youth sports for the future considerations of how this can be minimised and result in a healthy environment for young children to enjoy their involvement in sports.

Nikolaus Dean (*University of British Columbia*)

**“It’s an Infinite Canvas”: Exploring Instagram Use Amongst Skateboarders with a Disability**

Despite the fact that increased academic attention has explored people with disabilities engagements with social media platforms, little research has explored the ways in which these community members use social media platforms within sport and leisure settings. One such sport that has both a rich history with (social) media and is increasingly becoming a popular activity amongst the disability community is the action sport of skateboarding. Objective: Considering these points, this study explored the ways in which skateboarders with a disability were engaging with and portraying themselves on the social media platform, Instagram. Methods: To answer this question, the methods of interviews and auto-driven (social media post) photo-elicitation with 30 skateboarders with a disability were used. Guided by a Critical Disability Studies perspective, interview transcripts and identified social media images were then analyzed and interpreted. Findings: According to many, Instagram provided a space for skateboarders with a

disability to illustrate their progression, connect with other community members, learn new tricks and (sub)cultural information, and challenge ableist ideas through their social media depictions. Yet, as others more cautiously noted, for some, Instagram was also a huge “time-suck,” and a space where ableist ideas and attitudes were (re)produced through user comments and engagements. Conclusion: These findings highlight both the potential and pitfalls of Instagram use amongst skateboarders with a disability and illustrates the need for more research to examine disability community members engagements with social media platforms in other sport settings.

Philip Broster (*The University of Cape Town*)

**A qualitative enquiry into the disruption of traditional exclusive masculine and male organizations: Exploring the lived realities of women rugby officials.**

**Objectives:** This study aims to record the experiences of women entering a work culture that has historically been closed to them. The research purpose is to explore the lived realities of refereeing competitive elite male rugby for the emergent women referees in major rugby playing nations. Documenting these experiences will contribute to the promotion of increased equality in historically unequal work contexts, making more visible the challenges faced by an organization pursuing change regarding gender.

**Methods:** A qualitative phenomenological approach was adopted as appropriate for this research due to the shared phenomenon and relatively small number of women officials refereeing male rugby. Multiple data gathering methods are being used, these include in-depth interviews and focus groups.

**Findings / Discussion:** Preliminary results indicate that the challenges the participants face as women emanate mainly from management and administration. The participants perceive that they are too often reliant on goodwill and being politically savvy within their organisations when it comes to opportunity and advancement with their being a lack of clear, objective assessment and communication. They expressed a worry that their presence was little more than window-dressing and that continued opportunities would be rare unless they kept over-performing. Key challenges centre around perceived physical limitations with male administrators questioning their capacity to “keep up” with the game. The participants also perceived pressure to adopt gendered physical presentations while officiating such as wearing make-up and “looking good”. According to the participants, none of these challenges correlate with a capacity to successfully officiate a rugby game. The referees also struggle with desires to be ‘invisible’ as officials while at the same time recognising that their pioneering presence and progression are important for younger or aspirant women referees, or for women anywhere struggling for equality.

**Conclusions:** While the organization has shown clear willingness to provide opportunities there has been issues with how the participants can accurately assess their performances and be accurately assessed. This could be a causal factor in their reliance on goodwill, the feeling of needing to over-perform, and gendered resistance to their full participation and growth within the organization. A key opportunity exists for research to determine the key factors that indicate a successfully officiated rugby game and for World Rugby to develop and insist upon an evidence-based objective performance review system.

Rocío Zamora-Solé, Saül Alcaraz, Susana Regüela, Carme Viladrich, Miquel Torregrossa (*Universitat Autònoma de Barcelona*)

**Failing to qualify for the Olympics': A Creative Nonfiction**

**Objectives:** The aim of this study was to explore the transitional experiences of elite athletes dealing with the non-classification to the Olympic Games of Tokyo 2020.

Methods: This work is positioned within an interpretivist paradigm. Four elite athletes (two female; ages from 22-33) participated in two semi-structured interviews conducted pre and post Tokyo 2020 to gain an in-depth understanding of their experiences over time. Data was analyzed using narrative thematic analysis. Findings are presented using creative nonfiction to generate different vignettes that create an evocative and informing experience.

Findings and Discussion: Results are represented both in video and vignettes (see link: <https://ddd.uab.cat/record/257328>) and reflect: (a) an adaptation-oriented narrative which comprised two distinct stories: dealing with the non-classification and finding new goals in and out of sports, and (b) a resource-oriented narrative which included reflections of resources and lessons learned after attempting to reach the Olympic Games. Our results indicate that, although the Olympic goal was not reached, athletes understood this as being 'part of the game'. Even when recognizing initial emotional responses of frustration and disappointment, as time evolved, these shifted into meaningful insights and lessons gained for their lives inside and out of sports.

Conclusions: The present study contributes to gain comprehension of one topic that has received little attention in the literature (i.e., non-events such as not qualifying or deselection) and provides useful resources for athletes and their entourage to integrate the lessons learned through the Olympic cycle, focusing on the process rather than on the result.

Scott Gunning (*University of Winchester*)

### **Narratives of the 'Lockdown Season': UK Track and Field Athletes' Experiences of COVID-19.**

The lockdown measures implemented by the UK Government in a bid to control the spread of the COVID-19 virus caused major disruption to sport. This period of time can be defined as a 'critical pause', characterised by 'an absence of long-lasting change and movement altogether, with athlete's lives being put on hold'. Athletes report a variety of experiences during this period, including increased anxiety, decreased motivation, feelings of loss and a decrease in overall wellbeing. The current study looks to further develop our understanding of athletes' experiences of this time through the implementation of narrative analysis. This process seeks to understand athletes' experiences by exploring the narrative typologies that encompass athlete's stories of lockdown. In total five narrative typologies were identified. This including the 'Silver Linings' Narrative, which reflected stories in which athletes were able to seek out the positives of the challenging situation, the 'Frustration' narrative, in which athletes' experiences were dominated by feelings of frustration due to the narrative wreckage of a performance narrative and a 'Growth' narrative, which highlighted how lockdown was catalyst for personal and social growth. Overall, the current study helps to further develop understanding of athlete's experiences of lockdown and the narratives discovered help to provide a resource which may be utilised by future athletes to describe a similar situation.

Staci Mannella (*Ball State University*), Delphine Labbé (*University of Illinois Chicago*), Andrea Bundon, Jeff Sauve (*University of British Columbia*), Chris McBride (*Spinal Cord Injury British Columbia*), Krista Best (*Université Laval*), William C. Miller (*University of British Columbia*)

### **Adaptive Snowsports Program Leaders' Perceptions on Strategies to Provide Optimal Participation for People with Disabilities.**

OBJECTIVES: Creating outdoor opportunities for people with disabilities during the winter is important to support their overall health and mitigate social isolation. Research has

suggested that one way to do this is through adaptive snowsports programming. However, little is known about how to optimally support participation in adaptive snowsports. This study aimed to explore the strategies used by recreational adaptive snowsports programs to support participation for individuals with disabilities.

**METHODS:** Eleven individual, semi-structured interviews were conducted with adaptive snowsports program leaders and the data were analyzed using an inductive thematic analysis.

**FINDINGS:** Three main themes were identified. “Inclusion: A Long and Windy Run” described the strategies put in place to create inclusive spaces by addressing access barriers such as physical accessibility or socioeconomic limitations. “It Takes a Village” illustrated how the programs relied on resources from their communities, including host ski resorts and volunteer instructors. Finally, “There’s No Such Thing as a Cookie Cutter Program” highlighted the variety of strategies used by programs to manage their volunteers, adaptive equipment, and contact with participants.

**CONCLUSION:** The results suggested that to support participation in adaptive snowsports, programs need to embrace a multidimensional approach that addresses the physical and social environments as well as the organizational structures and processes. Such findings are useful to better understand the adaptive sport organizations’ unique strategies and provide recommendations for improvements.

Wednesday 27<sup>th</sup> July

Wednesday 27<sup>th</sup> July > Parallel session 4 – 10.00-11.00

<p><b>Arnold Wolfendale CLC013</b></p>	<p>Nicola J. Clarke, Ruth Brazier (<i>Leeds Beckett University</i>) <b>Students as co-researchers: Reflections on using peer-led focus group interviews to understand the football volunteering experiences of university students from diverse ethnicities.</b></p> <p>Participatory research involves engaging participants in the design, data collection, data analysis, and dissemination stages of the research process. This methodology emphasises the need to disrupt power relations inherent in researcher-participant interactions and promote research with, rather than about, participants (Leigh McHugh, 2016). This presentation highlights the opportunities and challenges that participatory research affords, in the context of understanding the experiences of under-represented groups in university football volunteering.</p> <p>University students from diverse ethnicities were recruited as co-researchers for this project, funded by British Universities and Colleges Sport. The role of co-researchers was to design and lead a focus group interview with peers about motivations, barriers, and aspirations in relation to university football volunteering, and to share insights from the interviews through a de-brief with a member of the research team.</p> <p>Reflecting on this methodology, we propose that participatory research offers much potential when working within emancipatory paradigms but presents challenges. Mirroring the findings from the interviews that students from diverse ethnicities were more likely to engage in volunteering opportunities when approached individually, recruiting co-researchers without an existing personal contact was difficult. Examples of collaborative sequences and alignment throughout the interviews (Lerner, 2004), indicated that co-researchers were able to relate to participants in a way that we as white British women, could not have. Co-researchers also provided valuable context-sensitive interpretations of data, enhancing the research team’s thematic analyses. However, achieving collaborative participation when making decisions about presenting data was challenging. Alternative representations of findings may offer a strategy to address this.</p>
	<p>Paul Bowell, Emma Sherry, Paul Scifleet, Katya Pechenkina (<i>Swinburne University of Technology</i>) <b>The Lived Experience of the Quantified Footballer: Understanding Digital Self-Tracking Among Women Australian Rules Footballers.</b></p> <p>Athletes, of all sporting levels, are increasingly using and prioritising digitally produced performance metrics. However, athlete experiences of using digital self-tracking tools like Fitbits are not widely understood. These inquiries are critical considering the data produced is socially framed as objective and truthful - thus, unquestionable (Maturo 2018). However, the athlete’s conception of digital self-tracking does not always align with this objective social position - leading to feelings of confusion and frustration - especially among semi-professional athletes.</p>

This paper investigates the affective experiences of women Australian Rules footballers with digital self-tracking. Affects are relational intensities, felt through the body produced by humans and technology alike (Sumartojo et al. 2016). Qualitative examinations of this kind are scant. Hence, the research design needed to be inventive. Considerations then were given to the complex degrees of affects produced among the footballers and their digital self-tracking - necessitating a multifaceted research approach.

A digital ethnography, informed by Pink and colleagues (2016), was designed featuring a three-tiered data generation approach. This included focus groups to yield communal data (Barbour 2007); qualitative reflective surveys to capture personal affective responses (Braun et al. 2020); and video re-enactments to generate internalised non-verbal data (Leder Mackley & Pink 2013).

This study presents innovative ways to qualitatively research athlete interactions with digital technology focusing on user experience over performance metrics, which is unique for sports management/sociology research. Moreover, this research offers the potential for more user-centric approaches to be developed for technology-driven performance monitoring programs among women athletes in the emergent sporting arena.

Meridith Griffin, Aly Bailey (*McMaster University*), Kimberly Lopez, (*University of Waterloo*)

**#BodyPositive? A critical exploration of the body positive movement within physical cultures taking an intersectionality approach.**

Objectives: Using a social justice-oriented intersectionality framework, we explored: 1) how body positivity manifests and is leveraged by certain bodies within physical cultures; 2) how body positivity as it is associated with movement subverts or reproduces oppressive body-related logics; and 3) how the original activist intention of the body positivity movement can be understood or observed today.

Methods: We pulled posts from Instagram using the hashtags #BodyPositivity and #BodyPositive over a five-week period in October-November 2021. We coded those posts for physical activity resulting in a total of 141 posts and used reflexive thematic analysis to explore the images/captions/comments/associated hashtags.

Findings and Discussion: We organized our findings into four themes: 1) Disclosure-Privilege of Body-Related Journeys; 2) The Absent-Present; 3) Consuming Positivity; and 4) Disrupting Normative Body Positivity Posts. Posts of lean, white, cis-gendered individuals dominated the feed and there was a conspicuous absence of BIPOC, LGBTQAI+, fat/thick/curvy/plus sized, older, gender-nonconforming, and/or disabled representations. We also noticed the commodified nature of these body positivity posts as many were geared towards consumerism and observed only a minority of posts aligned with the original intentions of the body positivity movement.

Conclusions: Our findings support previous research that the #BodyPositivity movement is multi-faceted and divided. How Instagram is used matters because whose bodies are displayed as worthy of being positive while doing or



	<p>discussing physical activity filters down into messages about who CAN do activity, how you should look while doing it, and what you should buy to get the most out of it.</p>
<p><b>Rosemary Cramb CLC202</b></p>	<p>Gilly Mckeown (<i>University of Tasmania</i>)  <b>Inclusive Practice in Organised Physical Activity and Sport Environments for Autistic Youth in Australia.</b></p> <p>Objectives: Despite benefitting from physical activity, autistic children and adolescents face challenges when engaging in sport, such as discrimination and abuse. Accordingly, participation rates in this group are low (Gregor et al., 2018). Therefore, it is pertinent to uncover how we can improve autistic children’s participation in organized physical activity and sport. The purpose of the research was to determine which barriers exist and which factors support autistic participation.</p> <p>Methods: I interviewed eighteen Australian parents of autistic children. Narratives were co-constructed and analysed under a socio-constructionist framework. Narrative inquiry provided a deep insight into the parental perceptions of their autistic children’s experiences in organised physical activity and the parent’s own experiences. I then conducted an inductive thematic analysis of participant narratives.</p> <p>Findings and Discussion: The results highlight numerous barriers for autistic youth and their parents. Examples of reported barriers included stigma, ableism, and non-accidental harms. The opportunities analysed comprised increased knowledge of autism, an inclusive atmosphere, and a robust coach relationship. Information regarding the potential long-term positive and negative effects of their experiences was also collected and revealed how impactful these physical activity experiences could be in the lives of autistic families.</p> <p>Conclusions: These research findings can inform appropriate practice for autistic youth in organised physical activity and sports settings. In addition, this study reports in-depth information that can help ensure future physical activity experiences are positive, inclusive, and safe for autistic youth to harness the potential benefits in their well-being and physical health.</p>
	<p>Graham Condie, Shirley Gray, Graham Baker, Sarah MacIsaac (<i>The University of Edinburgh</i>)  <b>“I owe Boccia a lot... The way I see it, it saved my life!”: deepening our understanding of the benefits of disability sport.</b></p> <p>Objectives - Boccia is an international sport, popular with people who have moderate to severe mobility impairments. This paper explores the narrative of one man with Cerebral Palsy (Lee) and how Boccia saved his life.</p> <p>Methods - Lee is a young man who lives in a suburban part of Scotland. Lee has a severe form of Cerebral Palsy and relies on regular support from his Personal Assistant. The data was collected during a 3 ½ hour narrative interview, which explored more broadly Lee’s everyday life, experiences of living with CP and the influence that sport has had on his identity and wellbeing. The data was analysed through storytelling and a thematic analysis.</p>

	<p>Findings and Discussion - Lee is an outgoing, sociable and determined guy. But often found his impairment and those of different barriers have prevented him from expressing his identity fully. Lee have found that Boccia has allowed him to experience autonomy, self-control, belonging and companionship. These experiences have helped him to feel more included in the world and better able to cope with the different psycho-emotional challenges he has faced throughout his life.</p> <p>Conclusions - As a human being, like anyone else, Lee just wants to get on living his life. Lee has experienced several different barriers growing up. Though, Boccia has been one aspect of his life that has allowed him to feel in control. Lee's story therefore describes what sort of impact sport can have on a disabled person's wellbeing - deepening our understanding about the benefits of disability sport.</p>
	<p>James Brighton (<i>Canterbury Christ Church University</i>)  <b>Posttraumatic Growth in Disability Sport Following Spinal Cord Injury: A Narrative Approach.</b></p> <p>Objectives: To explore the multiple storylines that four disabled athletes (M=3; F=1) with acquired spinal cord injury (SCI) drew upon in experiencing posttraumatic growth (PTG).</p> <p>Methods: As part of a broader four year ethnography into disability sport, life history interviews with four disabled athletes with acquired SCI were undertaken (age; sport): Jack (68; athletics), Sebastian (37; wheelchair basketball), Jenny (26; wheelchair rugby) and Deakin (21; wheelchair rugby) (all pseudonyms). A structural narrative analysis (Riessman, 2008) was undertaken in uncovering the complex storytelling dynamics of disablement, PTG, and sport over time.</p> <p>Findings and Discussion: Frank's (1995) ideal narrative types in response to illness (chaos, restitution, and quest) were central in revealing how participants constructed ideal body-selves as disabled athletes. Through analysing experiences of: i) trauma and disablement; ii) rehabilitation; iii) commencing disability sport; iv) constructing disabled athletic identity; and v) embodying the 'supercrip', the dominant emplotments available in disability sport are illuminated as enabling and/or constraining in experiencing PTG. Although the repertoire of dominant narratives in disability sport risk reproducing narrowly defined reconstructions of self and experiences of PTG, over time, empathy, altruism and activism and more fulfilling experiences of PTG may be enacted.</p> <p>Conclusions: Taking structural narrative approach revealed the carnal realities of participants, the trauma they have experienced, and the repertoire of dominant narratives drawn upon in (re)constructing valued senses of self through disability sport and how these emplotments are enabling and/or constraining in experiencing PTG. Future directions for exploring experiences of PTG amongst disabled athletes are acknowledged.</p>
<p><b>Ken Wade CLC203</b></p>	<p>Yosuke Washiya (<i>Tohoku University</i>)  <b>Proposing Subtractive Inquiry - Ethnographic engagement from a multilingual judo dojo.</b></p>

While 'techniques of the body' is a staple concept adapted by diverse studies on physical experiences today, the article unearths the methodological limitations of the concept through fieldwork in a multilingual judo dojo. By encountering the learning of 'techniques without names', the article highlights the gap between actual practice in the field and the academic approach. Particularly, the paper illuminates academic dependency on linguistic descriptions as a meta-methodological backbone, and argues how the descriptive meta-method is literally shaping academic works, not only the modality of the end products but also preforming the research objects themselves. Instead of following the withstanding view that piled up, accumulated words equate with better understandings, the paper proposes subtractive inquiry, a less descriptive approach by which the object to study would be differently imagined.

Subtractive inquiry can be a concept to suggest a modality of academic engagement in a practical and different way, dismantling categorical thoughts that draw borders automatically, and cultivating a new channel to grasp the whole spectrum of the body in motion.

Susanne Ravn (*University of Southern Denmark*)

**The continuing promise of 'sporting bodies' in phenomenological thinking.**

Qualitative researchers have specifically highlighted that phenomenology offers a continuing promise of 'bringing the body back in' to theories on sport and physical activity. Until recently, the two have in many cases been combined such that qualitative researchers employ phenomenology to empirically investigate themes like the sensuous involvement in sport. In this paper, I discuss methodological challenges at stake when turning the interdisciplinary challenges around. I will focus on how the embodied competences and expertise, characterising sports, dance, and martial arts activities, present exceptional cases of bodily specialisation which have the potential to constructively challenge philosophical phenomenological thinking. It will be my argument that the practitioners involved in these highly specialised movement activities present real-life deviations of bodily movement, perception and interaction which can constructively challenge contemporary phenomenological insights on our embodied and embedded being in the world. To do so, however, some central methodological questions need to be specifically clarified. Thus, my paper will focus on clarifying 1) the difference between analyzing pathological cases (e.g. the Schneider-case in Merleau-Ponty (1962) and the Ian Water man-case in Gallagher (2005) and the enculturated and contextualized practices of different sport and dance practices, 2) how we can acknowledge and handle the diversity of contextualized practice constructively when aiming for unearthing phenomenological structures of our embodied involvement, 3) the ways observations and informal interviewing invites for the active use of 1st, 2nd and 3rd person perspectives in the process of generating rich descriptions of experiences and practices for a phenomenological analysis.

Thomas Quarmby (*Leeds Beckett University*)

**Playing with puppets: Reflections on the use of a novel method to elicit children's experiences.**

	<p>Aim: This presentation will critically explore the use of puppets, as a novel and creative method, to help elicit children experiences within focus group interviews. Justification: Accessing and listening to children’s experiences is not unproblematic. Traditional, adult-centric methods may limit or restrict what children can and are able to say (Prout, 2005), while some methods may make children more vulnerable to unequal power relations with an adult researcher. Indeed, Freitas (2019) has suggested that research with children requires approaches that are sensitive to their symbolic worlds. As such, in attempting to empower children, minimise the power differential and build upon their competencies and interests, this presentation will offer reflections on the benefits and pitfalls of using puppets. These reflections were stimulated by the authors involvement in a wider project that sought to capture primary school children’s experiences of physically active learning. Implications: Ultimately, puppets can move and speak, and these ‘human’ abilities allow children to see themselves, or part of themselves, in the puppets (Remer &amp; Tzuriel 2015). They offer a form of anonymity since they allow children to disembodify their voices to protect their body from potential judgement (Mayes, 2015). Hence, they are particularly helpful in allowing children to express their thoughts, emotions and experiences that may otherwise remain hidden through more traditional methods. By drawing on examples from social work and occupational therapy the presentation offers ideas on the different ways to integrate puppets within focus group interviews as another means of eliciting children’s experiences.</p>
<p><b>Earth Sciences ES228/229</b></p>	<p>Anna Stodter (<i>Anglia Ruskin University</i>), Amy Whitehead (<i>Liverpool John Moores University</i>)</p> <p><b>Collecting cognition data in sport coaching research: a double-edged sword?</b></p> <p>The aim of this presentation is to share first hand experiences of using two different methods to collect data on cognitions in sport coaching research, and to encourage debate around these naturalistic methods and their application. While think aloud protocol aims to capture in event cognition and decision making during the process of live coaching via verbalised thought processes, stimulated recall interviews aim to access cognitive activities by inviting coaches to recall these after the event, aided by video recordings of their actions. Each method offers certain strengths in providing novel insights into coaches’ cognitions during action in context, making them valuable tools in naturalistic coach learning, knowledge and expertise research as well as applied practice. Nevertheless, both have particular limitations linked to their ability to ‘capture’ tacit and subconscious processes and triggering unintended reactivity in the form of additional levels of reflection or task interference. These methodological and practical issues, as well as questions around appropriate analysis and interpretation of this type of data, are yet to be comprehensively addressed in the sport and exercise literature. This presentation will explore these issues using both researchers’ experiences and examples of data gathered using each method, with the aim of generating critical thought and open debate towards recommendations for future research and practice.</p>
	<p>Harley Jean Simpson, Don Vinson, Andrew Cale, Christian Edwards (<i>University of Worcester</i>)</p>

**“You can stay now, you are trusted”: (Re)negotiating the researchers’ role within qualitative fieldwork in sports coaching.**

Objectives: The present study aims to tell my story as a researcher, addressing the complexities and challenges within coaching qualitative fieldwork. I will present a confessional tale providing an in-depth reflective account of how I negotiated my role(s) within a professional sports club. I story how, during a season-long ethnographic study on coaches’ decision-making, I negotiated my role as a researcher and became an integral and trusted part of the coaching team.

Methods: Drawing upon coach observations, field notes, a reflective journal, professional discussions, and multiple semi-structured interviews. I critically reflect on how I navigated interactions with players and coaches and (re)negotiated my role within this club.

Findings and Discussion: I crafted three central stories detailing my experiences in this context: (1), ‘who is Harley?’, highlights how I journeyed in and through the field, (2), ‘passing Coach’s test,’ illustrates how I presented my worth within the environment, (3), ‘you are trusted now, you can stay,’ captures how I became part of the team. These stories artfully convey the challenges, negotiations, messiness, and power strains of negotiating a dual role in qualitative research. These findings reveal my struggles and how building trust is central to high-quality fieldwork. To conclude, I highlight the lessons I took from this immersive study and offer insights for those wishing to conduct in-depth sports coaching fieldwork.

Jordan A. Donnelly, Daryl T. Cowan, Rosie Arthur (*University of the West of Scotland*)

**“Because I’ve lived it. I’ve been in their shoes”: The journey and practices of coaches in a sports-based education programme for disadvantaged adults.**

Background: Coaches are of paramount importance for achieving personal development sport-based programmes catering to disadvantaged populations. However, our knowledge of how coaches develop others and how they learn to do so is limited in this context. Objectives: While adopting naturalistic techniques, I aimed to explore a) the life histories which led coaches into the sport-based programme and b) the strategies coaches used to develop others.

Methods: I embraced ethnography in Scotland’s largest soccer-based programme catering for people facing social isolation, mental health issues, homelessness and substance addiction. To achieve this, I engaged in 18 prolonged immersions in the field, observing the practices of coaches, followed by life history interviews with each coach and the logging of a reflexive diary.

Findings & Discussion: A constructivist framework analysis revealed the coaches’ varying traumatic lived experiences, such as substance addiction, poverty and homeless. Despite these adversities, narrative interviewing uncovered how coaches had previously attended this programme as participants and how their experience of trauma was a source of learning for their empathy and caring strategies that they would later adopt. My observations showed how this might manifest with coaches sharing their stories of trauma to those battling the same adversities while also aiming to develop competence by providing wider development opportunities. Through these

	<p>findings, I share stories of trauma and the development practices of three coaches and argue that both could be connected to support positive outcomes in programmes for disadvantaged populations.</p>
<p><b>Earth Sciences ES230/231</b></p>	<p>Maria Luisa Pereira Vargas, Anthony Papatomas, Florence Kinnafick (<i>Loughborough University</i>), Paul Rhodes (<i>University of Sydney</i>)  <b>Using participant writing to explore athlete experiences of mental illness disclosure.</b></p> <p>Introduction: Reluctance to disclose mental illness is common as a person perceives they will be stigmatized for it. Athletes specifically have been found to conceal mental illness, which is problematic considering the impact which choosing to do so can have on psychosocial health (e.g., increased emotional distress). Therefore, disclosing mental illness is a significant life event, yet it has received limited attention. This study aimed to explore athletes' experiences of disclosing mental illness within sport.</p> <p>Methods: We recruited 9 athletes (4 males, 5 females; aged between 23-46) who self-identified as having experience of mental illness. Athletes produced a written story describing a time they disclosed mental illness within sport. Each athlete also participated in a supplementary interview. Interviews lasted on average 63 minutes, with over 10 hours of data collected and analysed using narrative analysis.</p> <p>Results: Findings highlight the complexity of disclosing mental illness within sport. Some athletes constructed disclosure as positive, perceiving sport was an environment in which they felt comfortable disclosing mental illness. Positive disclosure experiences led athletes to feel less self-stigma, with some going on to broadcast their mental illness to help reduce stigma for other athletes. However, disclosure was not always received positively; with some coaches ignoring it or using it to gaslight athletes. Many athletes held the perception that sport was not equipped to manage mental illness disclosures.</p> <p>Conclusions: Mental illness disclosure impacted athletes' psychological wellbeing and future disclosure decisions. Positive disclosure experiences may be facilitated through open dialogue about mental health within sport.</p>
	<p>Georgia Brown, Denise M. Hill, Camilla J. Knight (<i>Swansea University</i>)  <b>Reflections on implementing, delivering, and evaluating a multi-level intervention to enhance elite athletes' wellbeing and mental health.</b></p> <p>Objectives: A number of interventions have been designed to support athlete wellbeing and mental health (e.g., Breslin &amp; Leavey, 2019). However, limited consideration has been given to the researcher's experience of developing, implementing, and evaluating such interventions. Thus, this presentation will focus on my reflections of delivering a multi-level wellbeing and mental health intervention within elite sport.</p> <p>Methods: The intervention was delivered to athletes within two UK national governing bodies, and included an educational podcast series, online resources, and environmental recommendations, which collectively aimed to enhance athletes' wellbeing and mental health. While the intervention evaluation was conducted via reflexive diaries, interviews, and observations, personal reflections of intervention.</p>



	<p>Findings and Discussion: Personal reflections will be discussed, including: i) 'bringing this product together, this is exciting'; ii) 'I cannot do this alone'; iii) 'the use of personal stories; have I failed at the first stage?'; iv) 'why is nothing going to plan?'; v) 'the coach has given me hope'; and vi) 'the relief of gaining feedback'.</p> <p>Conclusions: Delivering an intervention to improve athlete wellbeing and mental health can evidently be impactful and of considerable value. However, through my experiential learning and personal reflections, I also note the challenges of implementing such work, which can be utilised to inform future delivery of multi-level interventions within elite sport.</p>
	<p>Chris Platts (<i>Sheffield Hallam University</i>)  <b>Coaches' views and experiences of welfare provision within professional football academies.</b></p> <p>Objectives: Welfare provision for young players within professional football has received increasing attention from policy makers within the game and other sources outside of the game, such as, the media and politicians. Indeed, one of the developments from such a focus has been the growth of welfare focussed roles within Academies in the form of, among other roles, 'Player Care Managers' or 'Education and Welfare Managers'. Within this context however, very little attention has been paid to the role of the coach. The aim of this paper is to examine the views and experiences of such welfare provisions from the perspective of the coaches who work in professional football Academies.</p> <p>Methods: Semi-structured interviews were undertaken with 20 coaches employed at professional football clubs in the top four professional divisions in England and Wales. Following transcription, the interviews were thematically analysed for in-vivo and analytic codes.</p> <p>Findings and Discussion: In particular, the findings of the research highlight the tensions that exist for a coach who is under increasing pressure to acknowledging the importance of welfare as a concept and the benefits of welfare provisions while, at the same time, remaining committed to the main goal of developing a players' technical and tactical ability.</p> <p>Conclusion: This work raises questions as to whether the concept of welfare can sit within an elite sporting environment. It highlights how welfare becomes compartmentalised from the 'real business' of training for professional football.</p>

*Wednesday 27<sup>th</sup> July > Parallel session 5 – 11.45-12.45*

<p><b>Arnold Wolfendale CLC013</b></p>	<p>Cassandra Herman, Delphine Labbé (<i>University of Illinois Chicago</i>), Chelsea Elder (<i>Adaptive Adventures</i>)  <b>We're Moving Online: Staff Perceptions of Virtual Recreation for People with Disabilities During the COVID-19 Pandemic.</b></p>
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Objective: This exploratory qualitative study examined staff perceptions of developing and delivering virtual adaptive recreation activities to people with disabilities during the COVID-19 pandemic.

Method: Semi-structured interviews regarding the process of transitioning to a virtual format were conducted with 5 staff members of a community organization offering adaptive recreation. Questions addressed goals, challenges, facilitators, and lessons learned. Transcribed interviews were analyzed using inductive content analysis.

Findings: We developed three main themes from the narratives. First “Using a structured approach” focused on how guidance for program development, team-teaching, preparation, and allowing programs to evolve facilitated the transition. Second, “Creativity and resourcefulness” allowed the organization to continue to meet its goals and deliverables. This theme concerned staff flexibility and experience adapting activities to promote participant engagement, and the reallocation of resources to provide equipment to participants and support the staff. Finally, “Impact on participants with disabilities, staff, and the organization” highlighted the perceived positive benefits for participants’ health, and for the reach and networking opportunities of the organization.

Conclusions: This study suggests that an organization typically offering in person adaptive recreation was able to successfully offer virtual adaptive recreation using strategies that targeted factors at the organizational, staff, and individual participant levels. This shift in program delivery, though challenging at times, had generally positive impacts on the participants, the staff, and the organization. Beyond the pandemic, virtual and hybrid formats may be a tool to continue to reach a wide audience of people with disabilities and increase access to adaptive recreation.

Rachel Sandford (*Loughborough University*) Thomas Quarmby (*Leeds Beckett University*), Oliver Hooper (*Loughborough University*), Shirley Gray (*University of Edinburgh*)

**Reflecting on trauma: using GIFs to help facilitate difficult conversations online.**

The Covid-19 pandemic required researchers across the globe to rethink their approaches and find alternative ways to undertake planned studies (Kara & Khoo, 2020). In this paper, we reflect on these challenges as they impacted our own work and consider the challenges involved in researching difficult conversation online. We draw on our experience of delivering a series of online research workshops with 22 pre-service physical education (PE) teachers, designed to explore our work around trauma-aware pedagogies for PE (Quarmby et al., 2021). The aim of these workshops was to support practitioners to develop a trauma aware lens for PE, and to facilitate an appreciation of trauma that might help them better support young people through effective pedagogical practice. Initially planned to be delivered face-to-face, the workshops were restructured to be run online (via Microsoft Teams). The workshops were delivered in two parts, each 2 hours in duration. Each session contained a combination of academic content, individual tasks and group reflections, which facilitated the collation of a rich body of data in the form of speech, text and visual materials (e.g., GIFS, drawings). Within this

	<p>paper, we focus specifically on the use of GIFS as a data collection tool and as a means of articulating complex ideas, experiences and perspectives. In discussing the findings, we reflect on the aesthetic and contextualised nature of GIFs, as well as their capacity to communicate intricate thought processes and initiate shared stories. We consider the implications for ongoing research in this area.</p> <p>Joaquin Piedra (<i>University of Sevilla</i>)  <b>“Operation Fair”: discourses analysis about female body on an advertising on Instagram.</b></p> <p>Objectives: Research aims are to know and analyse discourses exposed on Instagram users about the female body, in a recent advertisement of a gym in Spain.</p> <p>Methods: A total of 1,441 replies on Instagram to a post of a gym in the city of Seville published on January 17, 2022 are analysed. Original post refers to weight loss as a preparation for a well-known party in the city (Seville Fair). It is accompanied by an image of a woman trying to close a very tight flamenco costume. After verbatim transcript the comments, using QDA software ATLAS.ti, a critical discourse analysis was used.</p> <p>Findings and Discussion: Most of the comments analysed in this study are focus at criticizing the publication based on feminism, fatness, or health. In this sense, the users of this social network handle a power and medical discourse, by criticizing the implications that this post has at the level of mental health to fight and prevent on Alimentary Behaviour Disorders. On the other hand, a minority but not small part of the users counterpose a liberal discourse, based on the well-known Cancel Culture and basing their discourse on health aspects.</p> <p>Conclusions: Social networks, Instagram particularly, are a setting in which debate and discussion occur with great ease, each sector showing their opinions and arguments more freely than in face-to-face situations. The body, especially the female body, is involved in stereotypes and prejudices that in one way or another society is doing or undoing.</p>
<p>Rosemary Cramb CLC202</p>	<p>Rob Townsend (<i>University of Waikato</i>) Penelope Carroll, Karen Witten, Belinda Borell, Solmaz Nazari (<i>Massey University</i>), Barbara E Gibson (<i>University of Toronto</i>), Cherie Harris (<i>World Wheelchair Rugby</i>), Octavia Calder-Dawe (<i>Victoria University of Wellington</i>), Kramer Hoeflich, Áine Kelly-Costello, Jaden Movold, Shakti Krishnan</p> <p><b>Tackling Ableism in Community Sport: A Methodological Illustration.</b></p> <p>Objectives: Drawing from a broader project focused on ableism and able-bodied privilege in community sport in Aotearoa New Zealand, in this presentation we trace the initial development of the qualitative component of Q-Methodology to understand ableist subjectivities and able-bodied privilege in sports provision - an area identified by the disability community as of crucial importance in terms of their engagement in broader society (see Carroll et al., 2018). Ableism is a form of privilege which positions non-disabled embodiment as superior and stigmatises disabled people, reducing their everyday and long-</p>

term opportunities. We drew on existing evidence that illustrates how ableism is articulated across community sport and physical education as a starting point for inquiry. We focused specifically on how sport sustains an ableist culture through ways of interpreting disability, assumptions about (impaired) bodies, and the everyday practices and processes that 'other' disabled people in sport.

Methods: Q-methodology initially involves the construction and then 'sorting' by participants of a series of statements designed to capture social discourses, attitudes, and beliefs about disability, with accompanying semi-structured interviews. The purpose in this project is to illuminate ableist beliefs and practices that are 'taken for granted', and often invisible. In this presentation we outline the process of constructing ableist statements within a diverse research team, illustrating the work of co-interpretation and development of a common language to capture the various ways ableism is understood, represented and reproduced. Drawing on a series of recursive conversations about ableism - starting with lived experience - and engaging in critical dialogue with existing literature in disability sport, we illustrate the different levels at which ableism is structured into the fabric of sport, using this as a starting point for our qualitative inquiry.

Conclusions: In illustrating this methodological approach, we discuss the implications for researchers interested in tackling ableism in sport, exercise and health. In particular, we highlight the pervasiveness of ableism and its entanglement with discourses of 'empowerment', inclusion, and normativity present in sport. We advocate for research that foregrounds lived experience as a starting point for inquiry and working with those very same communities to resist ableist practices. The project therefore provides a platform for further methodological conversations in disability sport, reflecting on the process of turning the analytical gaze away from disabled people and onto able-bodied privilege.

Amy Prescott, Louise Mansfield (*Brunel University London*), Alistair John  
**In Sickness and In Health: Intersecting issues of disability, accessibility, identity, loneliness, and community/leisure activities among British Nuclear Test Veterans.**

The primary aim of this study was to understand the complex ways that cultural, physical and/or leisure activities create a sense of meaning and belonging which might contribute to improving health and wellbeing within the British Nuclear Test Veteran (BNTV) community. The objectives were: to understand the complexities of BNTV identity, to explore perceptions/experiences of poor health and wellbeing, and to critically examine how cultural/physical activities enhance health and wellbeing.

This study examined the lives and experiences of 29 BNTVs (19=M, 10=F; age  $\pm$ 80.6yrs; 10 regular, 9 conscripts, 3 widows, 7 wives) through two-rounds of life-history interviews. Creative nonfiction (CNF) methods were employed for deep, immersive analysis and narrative representation of their experiences. Three stories were developed which reflect the lived experience of witnessing a nuclear explosion, military life, the ageing process, social isolation, and involvement in community/leisure activities for wellbeing.

	<p>This paper will present one of these stories, In Sickness and in Health, as a 'radio drama'. This story centres on two characters, Bernard (BNTV) and Gladys (his wife), who visit their GP, and provides a critical theoretical insight into intersections of disability/accessibility, identity, loneliness, and the value of leisure activities.</p> <p>The findings revealed that BNTV identities centre around the collective experience of witnessing nuclear tests, a sense of survival, and living to an age beyond expectations. This work highlights CNF as a core method for bringing ageing-related issues to light, with methodological significance for both knowledge production and exchange with a range of audiences, including older adults themselves.</p>
	<p>Nancy Quinn, Laura Misener, P.D. Howe (<i>Western University</i>)  <b>Better together? Examining the experience of the para sport community in an integrated sport event environment.</b></p> <p>Objective: The Commonwealth Games Federation (CGF) gave para athletes full medal status at the Commonwealth Games in 2002. Since this time, CGF has been celebrated for being at the vanguard of integrated sport. Yet realizing integration in the rarefied environment of high-performance sport is rife with challenges (Misener &amp; Molloy, 2017). The intent of the research was to capture the voices of the CGF para sport community and privilege their experience of the integrated sport event environment.</p> <p>Methods: Methods central to the ethnographic toolkit including participant observation and semi-structure interview were used to capture the voices of para sport athletes and their entourage. Data collection took place onsite and during the Commonwealth Games XXI, hosted by Gold Coast, Australia in 2018.</p> <p>Findings: The research indicated the importance of sporting spaces on the experiences of inclusion and exclusion at these Games. A key issue was the 'wicked' cost of integration highlighting differing social value placed on para sport and between para sports. Participants indicated that the inclusion of small numbers of para sport athletes marginalizes their personal value and abilities as high-performance athletes. Finally, conflicting perspectives regarding the merit of integration and its practices within the delegation of para athletes, and between these athletes and sport administrators can reproduce the hegemonic nature of sport.</p> <p>Conclusions: Much work needs to be done in sporting event spaces to understand authentic integration if integration remains central to some sport event organizers. The realization of integration of para and able-bodied sport requires active pursuit of integration, committed leadership and robust knowledge of the experience of para sport athletes and others whose lives are intimately informed by para sport.</p>
<p><b>Ken Wade CLC203</b></p>	<p>Erin Prior, Anthony Papatomas, Daniel Rhind (<i>Loughborough University</i>)  <b>Navigating Athlete Mental Health within Elite Sport: Perspectives from Performance Directors and Senior Sport Psychologists.</b></p>

Performance Directors and Senior Sport Psychologists contribute to preventative efforts and support strategies relating to athlete mental health within high-performance programmes. However, little is understood about their challenges in this space. Therefore, this study explores these stakeholders' experiences of supporting athlete mental health within high-performance environments.

We conducted semi-structured interviews with 24 participants, Performance Directors (n = 11, M = 10 years' experience), and Senior Sport Psychologists (n = 13, M = 13 years' experience). We collected 37 hours of data, with interviews lasting an average of 90 minutes. The data were analysed using reflexive thematic analysis.

3 themes were developed: mental health as athlete responsibility, challenges offering support due to lack of disclosure, and mental health as more complex than physical health. Athlete reluctance to disclose was considered to impede capacity for support. When disclosures did occur, some Performance Directors emphasised recovery as an athletes' responsibility, ahead of that of the performance programme. Performance Directors also expressed the importance of athletes engaging with support as suggested by the performance programme, raising questions surrounding ownership of mental illness recovery. Mental health was perceived as more complex and was viewed with some scepticism compared to physical health, resulting in a lack of trust between athletes and high-performance programmes.

This study highlights the need for increased clarity regarding the performance programme's role and an athlete's role in managing athlete mental health, with further mental health education amongst Performance Directors necessary to increase parity of esteem and understanding for physical and mental health.

Graham McKenzie (*University of Portsmouth and Ministry of Defence*), Chris Wagstaff (*University of Portsmouth*), Ross Wadey (*St Mary's University*), Michael McDougall (*Keystone College*)

**Fighting talk: Sensemaking in a military sport organization.**

Our presentation will provide an overview of a research project, the aim of which was to understand the socially constructed sensemaking process in a sports organization. Sensemaking is in essence "what it says on the tin"; the social process that individuals undertake to make sense of unexpected and complex situations that violate expectations of their present and future reality. Sports organizations often must navigate a range of challenges which trigger sensemaking (e.g., financial strain, planned change, changes in leadership, or environmental jolts), yet, despite its emergence in the corporate and healthcare sectors in the 1960s, sensemaking has not been studied in the sport psychology literature. Consequently, little is known about the sensemaking process within sports organizations. In the present study, we employed an ethnographic methodology. As such, observations and formal and informal interviews with employees in a military sport have been on-going for several months. Other data sources, such as organization-wide emails and social media content, which influence the sensemaking process, are also being reviewed. We aim to thematically analyse interview data and use creative non-fiction to present the results.

We expect that the present study will have valuable applied implications, as it will offer an insight to how sensemaking may occur in sport organizations while



	<p>also illuminating potential role of this process on strategic change implementation, organizational learning, innovation and creativity. We also endeavor to promote the exploration of sensemaking to scholars and applied practitioners alike as a topic of interest and further research.</p> <p>Matthew Smith, Georgia Young, John Batten (<i>University of Winchester</i>), Rosie Collins (<i>Oxford Brookes University</i>), Keith Parry (<i>Bournemouth University</i>), Eric Anderson (<i>University of Winchester</i>), Adam White (<i>Oxford Brookes University</i>)  <b>Athletes with Neurodegenerative Disease: Developing an Ethnodrama to Present the Experiences of Family Members.</b></p> <p>Objectives: The purpose of this study was to examine the stressors family members experienced living with the ailed players, their emotional responses to the athlete's condition, as well as the coping strategies they used.</p> <p>Methods: This qualitative study involved in-depth interviews with 15 family members (mainly partners and children) of deceased athletes who experienced deterioration in their neurological health towards the end of their life. Vertical and horizontal thematic analyses were conducted on the data.</p> <p>Findings and Discussion: Five distinct temporal stages were developed. Within each stage, a range of emotional responses, as well as accompanying stressors and coping strategies at each temporal stage. The findings are presented as an ethnodrama, capturing the lived experiences of participants. This ethnodrama aims to resonate with those caring for family members who are experiencing deteriorating neurological health. By presenting the data as an ethnodrama, we invite dialogue and reflection about these issues affecting family members.</p> <p>Conclusions: In the presentation, we will reflect on the process of collecting the data, and then presenting it back to family members in a workshop. We will also consider how the research may help policymakers (e.g., the governing bodies of various sports) to raise awareness about how to support family members of athletes with neurodegenerative disease, as well as informing the work of various charities, such as the Concussion Legacy Foundation, who have a stated mission of supporting all who are affected by such a disease.</p>
<p><b>Earth Sciences</b>  <b>ES228/229</b></p>	<p>Johanne Miller (<i>University of the West of Scotland</i>)  <b>Building Space and Place.</b></p> <p>Objectives: Traditional approaches to evaluation can obscure the complex outcomes such programmes produce which can constrain different ways of knowing. This work presents findings from year one of a three-year arts-based approach to an evaluation of a Scottish-based Sports Charity (SSC). It develops a landscape of place and space that the young people attending inhabit whilst exploring the role SSC has within that landscape.</p> <p>Methods: A multi-method, multi-site design was developed to capture a range of participants' experiences. Focus groups, longitudinal interviews, photo elicitation, and WhatsApp diaries were used to document participant's' journeys through the programme. Participants produced maps of their areas, photos and</p>

diaries that symbolised their place within the community and documented their journeys of working alongside SSC.

Findings and Discussion: Participants discussed landscapes of space and place as a way of constructing positive social identities. They used the SSC programme to distance themselves from negative community spaces. SSC created positive experiences in new spaces and fostered closeness with areas and people the participants would not have otherwise encountered.

Conclusion: Interestingly, participants discussed safe places as situated within individuals who had the potential to change their landscape. Place-based sports interventions created positive affinities with community spaces while creating distance from negative spaces. They offer safe places for developing and discontinuing relationships, both of which lead to positive social identities.

Adam Nichol (*Manchester Metropolitan University*), Edward T Hall, Paul Potrac (*Northumbria University*)

**A relational examination of match official dropout in grassroots sport.**

Objectives: Match official dropout in non-professional sport settings remains a pervasive issue for policy makers. Surprisingly, there is a paucity of research examining why individuals choose to exit their officiating roles. The aim of this study was to provide novel insights into the social and emotional experiences that influenced referee attrition in English grassroots football.

Methods: A qualitative online survey (n = 251) and in-depth, semi-structured interviews (n = 20) were used to generate data for this study. Data were subject to an iterative-phronetic process of analysis. Here, complementary symbolic interactionist and relational conceptualisations of identity, social interaction, and emotional pain were employed as the primary heuristic devices.

Findings and Discussion: The findings highlighted how referee attrition is a complex, relational, and multifaceted issue. Participants described several emotionally painful issues that were a frequent feature of their interactions and relationships with key stakeholders (e.g., players, managers, spectators, and administrators) in three important spheres of their work (a) matchday environments, b) disciplinary proceedings, and c) deployment and development processes). Unfortunately, these issues often simultaneously coexisted alongside and served to exacerbate one other. This led the participants to feel anxious, frustrated, shameful, disappointed and, ultimately, disconnected from the wider footballing fraternity. Voluntarily, then, role exit provided a means to escape predicaments that the participants associated with their officiating role.

Conclusions: Findings present original implications for those individuals and organisations who are responsible for referee recruitment, development and retention. Crucially, referees need to be valued, supported and connected as members of sporting communities.

Tom Duffell, Andy Smith, David Haycock (*Edge Hill University*)

**Get Healthy, Get Active: The Formulation and Enactment of a Community Sport Policy for Health.**

Objectives: This paper examines aspects of the formulation and enactment of Sport England's (SE's) community sport policy for health, Get Healthy, Get Active (GHGA), via a case study of Active Blues (AB) - a community-focused

	<p>project intended to enable currently inactive men aged 35-50-years-old to become physically active at least once per week through sport.</p> <p>Methods: Data was generated via semi-structured interviews and group interviews which were held with 67 men to examine, from the perspective of figurational sociology, the degree to which the Government was able to achieve their sport participation and health policy goals through GHGA. The views and experiences of two current or former senior representatives of SE as well as one senior representative and four delivery staff from Everton in the Community (EitC), who delivered AB, are also included.</p> <p>Findings and Discussion: The findings reveal how the sport and public health policy sectors are increasingly converging, and the boundaries between them blurring, in ways that shaped the formulation and enactment of the Government's community sport policy. The enabling and constraining elements of the interdependent relationships which characterised the sport policy figuration helped to explain the complexities experienced, and challenges faced, by those responsible for enacting government policy 'on the ground'.</p> <p>Conclusion: These findings draw attention to the fact that no one group, even a group as powerful as government, are able to retain complete control over the policy process so that they are able to pursue effectively their intended policy goals.</p>
<p><b>Earth Sciences ES230/231</b></p>	<p>Assaf Lev (<i>Ono Academic College</i>)</p> <p><b>The glorious pain: deriving pleasure and contentment in times of Delayed Onset Muscle Soreness (DOMS) among gym goers.</b></p> <p>Objectives: Delayed onset muscle soreness (DOMS) is a known experience among gym goers, well explored within the biomedical field. The motivation behind this paper is to address the lacuna of research which focuses on the link between DOMS as a social phenomenon and its sociocultural implications. Following Becker's (1953) theoretical framework of using marijuana for pleasure, the paper examines the way gym exercisers learn to derive pleasure and contentment in times of DOMS.</p> <p>Methods: Ethnographic research from a period of three years was conducted using a combination of participant observation in two different gyms located in the north and center of Tel Aviv. Additionally, semi-structured interviews were carried out with 10 men and 8 women, between the ages of 25 and 45.</p> <p>Findings and Discussion: Deriving pleasure and contentment in times of DOMS can be achieved through socialization conveyed by the peer group. However, this is dependent on reframing negative sensations in times of pain and bodily distress and reinterpreting them as enjoyable. Following Becker, three stages must be achieved to derive pleasure and contentment resulting from DOMS - learning the proper gym technique; recognizing the effects of DOMS and their connection with the workout; and, enjoying the effects of DOMS caused by the workout.</p> <p>Conclusion: The implications of the study should result in a newfound understanding and awareness that deriving pleasure and contentment in times</p>

of DOMS cannot be examined as a self-evident phenomenon which occurs in a vacuum, rather as a process that must be socially mediated.

Lloyd Emeka (*St Mary's University*)

**Pushing through the pain cave': Lived Experiences of Pain Tolerance in Male Ultra-Marathon Runners.**

Objective: Extant research has typically focussed on the study of pain tolerance in endurance sport from a psychophysiological perspective (Ord & Gijsbers, 2003; Freund et al, 2013), with findings illustrating that ultra-runners can tolerate pain for a longer duration of time than non-running controls. However, there has been limited research that explores the lived experiences of pain tolerance in ultra-running, and men's pain is not well understood despite evidence that gender differences play an important role in understanding the highly variable and subjective experiences of pain (Keogh, 2015). The objective of this study was to investigate the lived experiences of pain tolerance in male ultra-marathon runners and how this evolved over time.

Methods: Due to the importance of understanding the person and how they made sense of their experiences of pain tolerance, Interpretative Phenomenological Analysis (IPA) was considered as a suitable approach for this study. Semi-structured interviews were conducted with six male ultra-marathon runners (M = 39, SD = 9.3).

Findings and Discussion: Five group experiential themes (GETs) were identified which are: Building relationships with pain, What is real pain?, Instant gratification of pushing through pain, Delayed gratification of pushing through pain, and the trajectory of enduring hardship. The findings highlight the challenge of distinguishing between discomfort and real pain, and the influence of socio-cultural norms on pain tolerance within ultra-running.

Conclusion: This study gives notion to the positive aspects of pushing through pain whilst also highlighting the associated risk of injury and presents implications for research and applied practice.

Laura Wilcock (*Leeds Beckett University and University of Copenhagen*), Adam B. Evans (*University of Copenhagen*), Andrew C. Sparkes (*Leeds Beckett University*), Toni L. Williams (*Durham University*)

**Experiences of pleasure in physical activity for individuals with spinal cord injury.**

Objectives: Pleasure is a concept that is often over-looked in health-related research, particularly in relation to physical activity and disability. The purpose of this presentation is to fill that gap using data from a wider project exploring the leisure time physical activity (LTPA) experiences of older adults who have sustained a spinal cord injury (SCI) through sport.

Methods: Semi-structured interviews were conducted with nine spinal cord injured men over the age of 50. All participants were injured through playing rugby union and the length of time since injury ranged from 19 to 56 years. Interview data was subject to a thematic analysis.

Findings and Discussion: Experiences of LTPA are changed dramatically by SCI and this presentation reports in depth on specific themes identified within

	<p>interview data relating to pleasure. An original typology of pleasure following SCI and relating to LTPA is proposed which details three different experiences of pleasure: loss of pleasure, rediscovered pleasure, and renegotiated pleasure. The implications of this typology for our understanding of LTPA for individuals with SCI are discussed in relation to narratives of disability, PA promotion and participation.</p> <p>Conclusions: This research suggests that drivers of engagement in PA go beyond the maintenance of health and improvements in functionality and assert that pleasure can still be an integral part of LTPA for individuals with SCI. Due to low levels of PA participation in this population, it may be beneficial to contemplate pleasure as a motivating factor when considering PA promotion and participation for individuals with SCI.</p>
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### *14.15-15.15 Keynote 2: Professor Martin Roderick*

Department of Sport and Exercise Sciences, Durham University

#### **Title: Interpreting mental health: a qualitative understanding of professional sport, work and privilege**

In this lecture I argue that, at least within sport and exercise sciences, a form of sociology advanced by C Wright Mills, which focuses on intellectual craft and imagination, has been neglected in the quest of a narrow form of scientific empiricism. In the field of sport and mental health, research is overwhelmingly comprised of, firstly, large-scale quantitative studies of type and prevalence, identifying performance-specific risk indicators, barriers and demands, and secondly, qualitative research that misleadingly prioritises narrative 'disruptions', constructing habitually mono-causal connections between poor mental health and a so-called athletic identity. Many studies overlook key sociological concerns such as 'work', 'class' and 'privilege'. My interpretivist approach is different therefore and foregrounds the idea that, as Sartre (1944) states, for some, 'hell is – other people'. Here I focus on an emerging uneasiness with 'social' spaces, a politics of agoraphobia, examining the ways in which athletes clearly have differing abilities to cope with the social aspects of their everyday lives, importantly their fears of others' (un)civil attention. Interpreting the problematic nature of working lives in professional sport in terms of the social relations of space offers up different types of insights into a condition that lies beyond the reach of micro theories related to performance demands, injury, deselection, and of losing one's identity. So, I will contend that poor mental health arises from, on the one hand, a wariness of becoming the object of others' attentions, simultaneously destabilising the sense of social being of professional athletes, and on the other, as an outcome of assumptions regarding the privileges that wrap round their roles and work-life existence. I conclude the lecture by returning to the problem of interpreting the interdependence between the personal and the public, which underpins a Millsian sociological imagination, by asking to what extent for professional athletes this distinction holds in the context of an intense fascination with public figures, self-promotional social media, and struggles to protect the private in public realms.

<p><b>Arnold Wolfendale CLC013</b></p>	<p>Joanne Hill (<i>University of Bedfordshire</i>) <b>Meaningful physical activity at home after lockdown: reflecting on space, interaction and adventure.</b></p> <p>Objectives: The home, garden and local spaces became focal points for physical activity (PA) during COVID-19 lockdowns and distancing measures, as access to organised sport and leisure was restricted. This highlighted inequalities in access to appropriate space, and raised questions about how PA at home might be meaningful and sustainable. The concept of meaningful PE is gaining ground as a useful framework for personally significant movement (Beni et al, 2017; Ní Chróinín et al., 2019), and has application outside of PE, using Kretchmar’s (2006) criteria of meaningfulness: social interaction, challenge, increased motor competence, fun, and personal relevance.</p> <p>Methods: Between June and November 2021 15 adults in the UK were recruited for one-to-one video interviews that explored PA at home was meaningful to participants before, during and after lockdown. Participants were invited to create a 6-week photo or text diary about their PA at home. After the diary, each participant was interviewed again using elicitation techniques.</p> <p>Findings and Discussion: The home was significant during and after lockdown for those who knew multiple ways to be physically active in short time periods and who were able to adapt their home to accommodate PA. Participants stressed the importance of access to nature and adventure for truly meaningful PA. Methodologically, participants found value in reflecting on meaningfulness and personal relevance.</p> <p>Conclusion: With current policy emphasis on broadening how PA is framed (Sport England, 2021), we continue to explore how providers can facilitate meaningful engagement in a range of settings.</p>
	<p>Jess Macbeth (<i>University of Central Lancashire</i>), Ben Powis (<i>Solent University</i>) <b>“The world became so visual”: experiences of visually impaired runners during the COVID-19 pandemic.</b></p> <p>Objectives: During lockdown in March 2020, daily outdoor exercise was described as an opportunity for the UK population to get ‘superfit’ (Cowburn, 2020). However, little consideration was given to the feasibility of this for visually impaired (VI) people, for whom social distancing measures presented significant challenges. This presentation shares VI peoples’ lived experiences of outdoor running (or not) during the COVID-19 pandemic, focusing on their running practices, barriers faced, and strategies adopted.</p> <p>Methods: Drawing upon the concepts of ableism and ocularcentrism, our research involved in-depth semi-structured interviews with eight VI runners. A longitudinal approach, in which participants were interviewed twice during the pandemic, enabled us to capture the impact of changing restrictions, personal circumstances, and seasons.</p>

Findings and Discussion: Three themes underpinned participants' experiences of outdoor running: nature of visual impairment; local running environment; support network. Despite commonalities, their running practices were shaped in complex and varied ways with each personal story during this time being unique. Some participants adapted running practices and developed strategies to continue outdoor running, others struggled to leave their home for a run. Being deprived of the physical and social aspects of running outdoors had detrimental impacts on participants' mental health, particularly those who usually run with a guide. Participants described empowering moments, juxtaposed with marginalising and oppressive situations.

Conclusions: The UK Government's advice regarding outdoor exercise was laden with ableist assumptions and the VI runners we interviewed were significantly affected by the ocularcentric world they inhabit.

Negin Riazi, Jessica Goddard, Valerie Michaelson, Karen A. Patte (*Brock University*)

**“Exercise is one of my main things that makes me feel happy”: Canadian adolescent mental health and coping behaviours in the COVID-19 pandemic.**

Objectives: The COVID-19 lockdown may have interrupted behaviours that adolescents had typically used to cope with stressors. Disparities in the resources, supports, and contexts necessary to engage in positive strategies may contribute to mental health inequities. This study explored youth mental health and coping behaviours during the pandemic.

Methods: Semi-structured Zoom interviews were conducted with 30 secondary school students across Canada varying in gender, grade, urbanicity, and ancestry. Interview scripts were co-developed with youth and explored multiple dimensions of youths' COVID-19 experiences. A social constructivist lens was adopted and interviews were analyzed using interpretive description.

Findings and Discussion: Youth repeatedly discussed burnout, frustration, helplessness, isolation, increased stress and anxiety, lack of motivation, and feeling badly about oneself or one's body. The pandemic resulted in the loss of typical coping strategies (e.g., sports, in-person socializing) which resulted in formation of new or maladaptive coping strategies. Social support (i.e., friends, family) was the most discussed form of coping, followed by physical activity, sport, routine and (new) hobbies. Technology (including social media) also played a vital role in helping youth stay connected and pass time.

Conclusions: Youth utilized a variety of coping strategies including social support, physical activity/sport, and technology to manage their mental health. The pandemic disrupted many typical strategies with access to positive coping strategies varying among students. Youth had to adapt to the situation through new or potentially maladaptive strategies. Findings raise the question of how to make positive coping strategies equitable across secondary school students.



Rosemary  
Cramb  
CLC202

Ilaria Pina, Laura Britten, Sarah Astill (*University of Leeds*)  
**"Zoom only works for me if I can see other people dancing along with me": interaction between social, emotional, and physical wellbeing in an online transition of dance classes in older adults during COVID-19 pandemic.**

Objectives: Dance has the potential to improve physical activity (PA) levels and health-related outcomes in older adults. In this study, we aimed to understand the views, experiences, and challenges of older adults towards uptake and engagement in the transition from in-person community-based dance program to online classes.

Methods: Two online focus groups were conducted with 12 participants taking part in "Dance On" online classes. Participants were older adults aged 55+. Data were analysed using thematic analysis.

Findings and Discussion: Four themes were developed: (i) reasons to start "Dance On" classes, (ii) limits of online classes, (iii) benefits of online transition, and (iv) lessons learnt and future suggestions. Reasons to start dance classes included the need to exercise and improve both physical and emotional wellbeing. Participants reported technology-related issues and lack of social interaction with online classes. However, the online transition allowed people to improve both physical and mental wellbeing by engaging in enjoyable and joyful movements and by providing a structure/routine to the week. Additionally, the possibility to overcome organisational limitations of in-person classes such as travel and mobility issues was also highlighted. Participants recommended to offer the choice between online and in-person dance sessions (live streaming of future sessions) and to facilitate social interaction with dedicated time for group chat.

Conclusions: This study highlights the important role of social interaction and mental wellbeing in online PA intervention in older adults during COVID-19 pandemic. The online transition allowed older participants to maintain/improve mental wellbeing and PA levels in a safe environment.

Rachel Stocker, Guy S Taylor, James A Shaw, Daniel J West (*Newcastle University*)

**Adapting to compromised routines: capturing perspectives on the impact of COVID-19 lockdown on physical activity and illness management for children/adolescents with type 1 diabetes in the UK.**

Objectives: To understand how COVID-19 lockdown impacted physical activity (PA) levels, wellbeing, and diabetes management in children (aged 0-17 years) with type 1 diabetes (T1D), from the perspectives of their parent/guardian.

Methods: A qualitative interview study with parents of children with T1D, during September 2020-January 2021. Data were analysed using thematic analysis.

Findings and Discussion: Analysis generated a central theme of routine disruption, with four further themes; Lockdown impact on established diabetes routine; Harnessing the opportunity to focus; Weighing up risks and making decisions; Impact on wellbeing. The children in our study had previously established daily routines surrounding school, with associated diabetes management strategies and for planned PA. Lockdown brought severe disruption to routines, and the resulting changes in T1D management were

	<p>often unanticipated. Incidental PA, such as walking around school, were an important part of an undercurrent of influences on blood glucose which were not always accounted for in existing diabetes management strategies. As a result, many children struggled with their blood sugars, and wellbeing.</p> <p>Conclusions: Maintaining routines during lockdown was extremely important to T1D management and wellbeing, particularly PA routines. COVID-19 lockdown may have a lasting effect on children/adolescents living with T1D, and we recommend that efforts are made to provide families with information and input around COVID-19 risk and PA to support maintenance of active lifestyles for this vulnerable group.</p>
	<p>Krista Glowacki (<i>University of British Columbia</i>), Teresa Campbell, Christopher Sanford Beck, Brooke Macnab (<i>Foundry</i>), Skye Barbic (<i>University of British Columbia and Foundry</i>)</p> <p><b>Exploring the experiences of young people and program staff offering Wellness Programs within integrated youth health services</b></p> <p>Objectives: Foundry is an integrated youth health service (established in 2015) for young people (aged 12-24) in British Columbia, Canada that offers five core health streams. Foundry implemented Wellness Programs (2019) for young people to engage in recreation activities (inclusive of physical activity) alongside traditional health services. The purpose of this study was to explore the experiences of young people and program staff engaging in Wellness Programs.</p> <p>Methods: Using a participatory action approach, a collaborative team was formed of: four youth peer evaluators, one research and evaluation associate and one researcher. Data was collected through virtual semi-structured focus groups (n=2) with young people who attended Wellness Programs and one-on-one interviews (n=7) with program staff who delivered Wellness Programs. A thematic analysis was conducted.</p> <p>Findings and Discussion: Preliminary results indicate youth felt the programs helped to improve physical and mental health and to enhance social connections especially during an isolating time. Youth expressed they hoped the programs could be easier to register for and wanting more in-depth mental health conversations. Staff acknowledged barriers to running programs along with regular health care duties, a need for more youth involvement and to offer transportation and food/water for youth. Both groups acknowledged wanting future hybrid (online and in-person) programs.</p> <p>Conclusions: The findings demonstrate that recreational activities can be integrated within health services and can impact self-reported health and social connections for young people. The findings also indicate the need to address program accessibility in the future including offering hybrid programs and transportation.</p>
<p><b>Ken Wade CLC203</b></p>	<p>Kate Russell (<i>University of East Anglia</i>), Tom Leeder (<i>University of Essex</i>), Lois Ferguson, Lee Beaumont (<i>University of East Anglia</i>)</p> <p><b>The space between two closets: Erin Parisi mountaineering and changing the trans* narrative.</b></p> <p>Erin Parisi is attempting to become the first trans* person to ascent the highest mountain on each of the seven continents, through her project TranSending 7.</p>

	<p>Erin seeks to create alternative trans* narratives that are based on the possibility of positive futures, as opposed to negative tropes of a limited life from the decision to transition. Extensive pre-research consultations were had with Erin to ensure that we were able to both honour and reflect Erin's goal for her work. Multiple semi-structured interviews (4.5 hours) were conducted with Erin to understand her experiences and how narratives she hopes to present, not only impact upon her own sense of self, health and well-being but also present opportunities for others. Data were analysed via reflexive thematic analysis. Analysis highlights for Erin a paradox for many trans* people in moving from one closet to another, where being invisible as a trans* person is the ultimate goal. Erin's desire to shape positive trans* narratives acknowledge the gendering practices that take place within the climbing community and a sense of her having to 'earn the right to climb'. Erin's endeavours demonstrate an alternative way individuals can be situated 'in the sunshine' between these two spaces, where personal growth is not only possible but rich, meaningful, and progressive. In drawing upon theoretical concepts informed by possible selves theory, this research seeks to untangle the gendered space of the mountain for shaping positive and transformational trans* narratives for individuals positioned within these gendered boundaries. It also seeks to identify stronger and more positive possible futures for other trans* people and youth.</p>
	<p>Samuel Valentine (<i>Sport for Confidence</i>)  <b>Cultivating inclusive environments: Qualitative study of amateur league gay inclusive football clubs.</b></p> <p>There is a greater acceptance of LGBTQ+ athletes in elite sport, though the same inclusion does not appear to be cultivated in professional football (Anderson et al., 2016; Magrath &amp; Anderson, 2016). Inclusive football clubs are represented in amateur leagues and the aim of this study was to explore how they cultivate inclusion and psychological safety among LGBTQ+ players. Guided by constructionist and relativist philosophies, semi-structured interviews were conducted with five players, one coach and a manager of gay inclusive clubs. Thematic analysis was conducted abductively to order and interpret transcribed data, generating five latent themes: "This is a way a football club can function" (ingrained principles of inclusivity and acceptance); Facilitate mutual understanding (through proficient and accessible dialogue); Empower with power (understanding the utility of power); More to be done, but clubs are well-positioned (it's simply a football club); and Manifesting psychological safety (consciously fostering inclusivity elicits psychological safety). Within inclusive clubs, the findings present genuine regard for the human being behind any form of identity and suggest inclusivity may implicitly foster psychological safety. Methodological procedures and implications for practice and research are considered.</p>
	<p>Aly Bailey (<i>McMaster University</i>), Meredith Bessey, Carla Rice (<i>University of Guelph</i>), Tara-Leigh McHugh (<i>University of Alberta</i>) Kayla Besse (<i>Tangled Art &amp; Disability</i>), Salima Punjani (<i>Concordia University</i>)  <b>Exploring Artful Politics: Bodies of Difference Remaking Body Worlds in ReVisioning Fitness.</b></p> <p>Objectives: ReVisioning Fitness is a research project and community of care about queering, crippling, and thickening "fitness" and carefully interrogating notions of inclusion and accessibility. The main objective of our research is to refuse dominant power relations that preclude difference within so-called</p>

	<p>“fitness” spaces, by re-imagining those spaces through an affirmative orientation to difference using art.</p> <p>Methods: We used multimedia creations (short videos) as a platform to express our current realities and imagine new futures in fitness as a creative and supportive experience. We believe in the movement-making and reinvigorating potential of art, to create necessary change, expand the notion of communities of practice, and disrupt ableist, racist, fatphobic, heteronormative, and cis-sexist structures that dominate many spaces intended for physical activity.</p> <p>Findings and Discussion: We will discuss the pedagogical potential of art as a path to disrupt problematic fitness rhetoric (e.g., “survival of the fittest”), centre a politics of difference, and interrogate eugenic notions of “fitness.” We will present our reflections on body-becoming pedagogies (a creative alternative to biopedagogies) and explore what our bodies can do in our artful remaking of body worlds in the fitness and wellness industry.</p> <p>Conclusions: Through our artful politics, we collectively seek social change from not-for-profit and for-profit fitness stakeholders. We urge thoughtful and creative engagement of inclusion and accessibility beyond marketing ploys and business tactics. Lastly, we encourage viewers to think differently about difference: as valuable and worthy, where fitness can be about joy, connection, and relationality, rather than disciplining and regulating our bodies.</p>
<p><b>Earth Sciences ES228/229</b></p>	<p>Tabo Huntley (<i>Liverpool John Moores University</i>), Chris Cushion (<i>Loughborough University</i>), Hayley Fitzgerald (<i>Leeds Beckett University</i>)  <b>Reconstructing the disabled body through Paralympic coaching practice.</b></p> <p>Objectives: This research explored how disability and the disabled body was socially constructed within the Para coaching field. Bourdieu’s theoretical lens enabled an illustration of the arbitrary nature of social reproduction and modes of classification within elite performance sport and its implications for our broader understanding of disability.</p> <p>Methods: A critical social constructionist position was adopted to explain how disability was constructed and given meaning in the relationship between social structures and subjective perceptions. Thirteen coaches representing four countries (UK, US, AUS &amp; SA) and six Paralympic sports took part in in- depth semi-structured interviews lasting an average of two hours and forty minutes. Data were reduced using a Charmazian grounded theory and considered in light of Bourdieu’s theoretical lens.</p> <p>Findings and Discussion: The findings illustrated the symbolic nature of disability and disabled bodies within the field’s elite ableist performance ideals. The field’s elite orthodoxy involved the separation of disability from athlete identity to provide symbolic worth. In doing so, athletes’ impairment - which could not be ignored, was considered a distinctive knowledge base and a form of symbolic capital for coaches.</p> <p>Conclusions: This research challenges the claim that Paralympic sport offers a lens through which to challenge normative perceptions of disability and ability. In this case, the transformational potential of disability was nullified by an ableist elite performance culture and ableist assumptions remained a strong influence on social practices.</p>

Janine Coates (*Loughborough University*), P. David Howe (*Western University*)  
**Parents in the Parasport Pathway: Parental experiences of facilitating their child's engagement in competitive sport.**

**Objectives:** Research about the role of parenting in mainstream youth sport is well established but little attention has focused upon parents of young athletes who experience disability. Parents are often a silent workforce in enabling the young people's engagement sport. In the case of young athletes who have Paralympic aspirations, parenting brings with it added complexity, both practically and psychologically (Russel, 2003). It is necessary to understand the experiences of these parents so appropriate support mechanisms can be developed. This research asked, "how do parents of young elite para-athletes facilitate their child's engagement in competitive sport?".

**Methods:** This research employed an in-depth phenomenological thematic analysis of interviews with ten parents of elite youth para-athletes. Four themes were developed through the analysis.

**Findings and Discussion:** Parents indicated that the school environment did not provide a level playing field for their children and highlighted the detrimental impact this had on their child's social inclusion in school. Parents sought out alternative social opportunities for their children where parasport was perceived as an avenue for social belonging. Parents discussed roles they undertook in supporting their children, highlighting nuanced differences when compared to mainstream sport-parents - specifically, additional financial, administrative, emotional and caring demands. Finally, parents reflected on the psychological and social benefits of their child engaging in competitive sport - both for them and their child.

**Conclusion:** These findings are discussed in relation to their wider implications for supporting young people who experience disability and their parents to engage in parasport.

Staci Mannella (*Ball State University*), Andrea Bundon (*University of British Columbia*)

**A Qualitative Exploration of the Athlete- Guide Partnership in High - Performance ParaSport.**

**Objectives:** Individuals who are blind or visually impaired compete in Paralympic sports with the help of their sighted guides. The guide participates alongside the athlete, and the pair seek to achieve optimal performance together. The partnership transforms individual sports such as athletics, cycling, skiing, and triathlon, into team sports dependent on communication and rapport. The purpose of this study was to explore how the athlete - guide partnership challenges and reproduces normative assumptions of bodies, abilities, and sport.

**Methods:** The study was informed by a critical interpretivist paradigm and included 12 individual, semi-structured interviews with both the athletes and the guides from six high-performance athlete - guide pairs. The data were analyzed using a reflexive thematic analysis. **FINDINGS:** Two themes were constructed including Building Bridges: Connecting and Embracing Differences which illustrated how the athlete - guide partnership changed participants' perspectives about themselves, disability, and high-performance sport and The

	<p>Uphill Battle which highlighted the challenges participants encountered navigating sport systems as a pair.</p> <p>Discussion: The findings suggested that the athlete - guide partnership creates inclusivity in ParaSport by allowing athletes to fully participate. However, the partnership is not excluded from the detrimental aspects of high-performance sport environments and the experiences of athletes and guides are often rendered invisible because of their unique experiences in high-performance sport.</p> <p>Conclusion: The athlete - guide partnership provides a unique opportunity to challenge dichotomies of abled and disabled and to reconceptualize alternative ways of participating in sport.</p>
<p><b>Earth Sciences ES230/231</b></p>	<p>Beth Burgess (<i>University of Worcester</i>)  <b>Preliminary observations on using creative methods in participatory research: experiences of non-heterosexual coaches.</b></p> <p>What are you proposing/considering in this presentation?  I previously utilised timelines alongside life history interviews to explore the experiences of non-heterosexual women within individual sports. As employing creative methods when researching sensitive topics has advantages for both participants and researcher, I have adopted a participatory approach for my upcoming research on non-heterosexual coaches. Whereby, I will encourage participants to use creative methods of their choice (visual or narrative) to give voice to their experiences via elicitation interviews and anonymous online open letters.</p> <p>Why is it important?  In participatory research, the participants are actively involved, thus, the research methods are aligned with a collaborative process. Utilising non-linguistic methods alongside verbal methods within interviews prompts topic-led dialogue, enabling participants to reflect upon their experiences and voice what they are intending to convey through their creation. Moreover, to avoid the dominance of the researcher's voice the letters will be anonymised but remain unedited. This approach facilitates collaborative meaning-making, while attempting to reduce the power imbalance between the researcher and the participants.</p> <p>What might be an outcome or consequence of what you're suggesting?  Adopting participatory approaches and incorporating creative methods could aid rapport and increase the richness of the data. Additionally, the methods transform from means of data collection, to ways of data (co)production. Incorporating a variety of data production methods can facilitate coaches to develop a visual and narrative voice that can be disseminated both within academia to enhance knowledge, and more broadly within sport and society, to encourage reflection and social change. However, participants' lack of confidence in their creative abilities, and time demands (often emphasised within coaching) are potential challenges for this research.</p>
	<p>Natalie Hopkins, Matthew Allsop, Shaunna Burke (<i>University of Leeds</i>)</p>

**Co-designing policy recommendations for the delivery of physical activity in hospice care: shifting organisational culture from “care” to enablement.**

Hospices in the UK are a critical component of specialist palliative care provision. Physical activity is an important and valuable rehabilitation strategy in hospice care to help patients manage symptoms and improve quality of life. However, hospices in England lack national plans and policies on the provision of physical activity in routine practice.

Objectives: This study used a participatory health research approach to co-design policy recommendations for delivering physical activity in hospice care.

Methods: In partnership with Hospice UK, this study used focus groups (n=4) and semi-structured interviews (n=3) with health professionals (n=19), from 18 hospices in England, who deliver physical activity to patients with advanced, incurable diseases. A thematic framework analysis approach was used to organise data and identify salient themes.

Findings and discussion: Three central themes were identified: (1) shifting organisational culture from “care” to enablement; (2) prioritising policy and benchmarking at the national level to promote consistency in physical activity service provision and (3) embedding an inclusive approach to policy with built-in flexibility. Actively involving healthcare professionals in the development of physical activity policy is crucial to ensure that policies are adopted and implemented in routine hospice care. Hospice settings involves multidisciplinary and interprofessional team working requiring a carefully tailored and contextually appropriate physical activity policy to inform care delivery that can meet the complex needs of patients with advanced, often incurable disease.

Jake Netherway, Javier Monforte, Brett Smith (*Durham University*)

**Co-Production in physical activity, disability, and social work research. A typology, a way of doing, and the challenges and opportunities this presents.**

Co-production is one way to go about doing participatory research. Partly because grant funders are calling for more co-produced research, co-production is now a lucrative buzzword. However, what do we mean by co-produced research? How might we go about doing co-produced research? In this talk we briefly present a typology of co-production. We then focus on one ‘method’ for doing co-produced research. This is known as the World or Knowledge Café. Drawing on our experiences of doing Knowledge Cafés as a key feature of the Moving Social Work project, we first describe this ‘method’. Next, we reflect and discuss its application in physical and digital spaces, and the challenges and opportunities that presented themselves during research in disability, physical activity, and social work. Finally, we look to challenge the emerging rhetoric of Knowledge Café as a research method, offering an alternative path of discussion in light of engaging in co-produced research.



Thursday 28<sup>th</sup> July

Thursday 28<sup>th</sup> July > Parallel session 7 – 9.00-10.30

<p><b>Arnold Wolfendale CLC013 <u>Symposium</u></b></p>	<p>Rebecca Olive (<i>RMIT University</i>), Kate Moles (<i>Cardiff University</i>) <b>How to swim: Researching bodies in nature.</b></p> <p>Participation in nature-based swimming is higher than ever. Already growing, the pandemic has seen people seek out water-based experiences in even greater numbers. Remote and urban lakes, rivers, canals, ponds, oceans have more visitors who immerse themselves in these bodies of water in ways from dipping to plunging to gentle swims to marathon events. Swimming in nature-spaces affords rich and intimate forms of contact with people, plants, animals, sand, rocks, weather, and water, and researchers from across disciplines such as cultural geography, cultural studies, sociology and health promotion are seeking to understand the human-environmental health and wellbeing intersections of nature-based swimming.</p> <p>For many researchers, understanding the experiences requires getting wet, and putting themselves in relations to swimming ecologies. Engaging with these moving, multisensory “sensespaces” (Bell, 2018), requires us to adopt methodologies that account for the fluidity, flows, volumes and depths that characterise immersion, as well as the more-than-human encounters that are a defining feature of swimming. These complementary challenges have pushed sport and leisure researchers to develop theoretical and methodological approaches to account for the multisensory, multi-dimensional, ecological experiences so central to swimming, which are often easy to ignore when on land.</p> <p>In this panel, we will explore the knowledges, approaches, methods, and theories we have drawn on to research ocean sports and spaces; to account for the elemental and more-than-human encounters that characterise sport and leisure in, on and near seas, oceans and coasts. We will present methodological developments and provocations from our work, to explore how we account for physical, cultural, spatial and ethical encounters with humans, other-than-humans and ourselves, to reflect on the currents that tie these approaches together.</p>
	<p>1. Kate Moles, Charlotte Bates (<i>Cardiff University</i>) <b>Swimming from the water, swimming from afar.</b></p> <p>The view from the water offers a new way of thinking about the ways we relate to each other, to the natural world, to existing practices of belonging and becoming. It opens up alternative perspectives, invites new sensorial and physiological encounters and challenges accepted beliefs about comfort, risk and joy. Methodologically, this offers challenges and opportunities, asking us to reconsider how being situated in the water as a swimmer trains the eye, and what happens when we can't swim together. This paper will explore the methodological issues of researching swimming in the water, from the shoreline, and from much further afield to reflect on practices of representation, immersion and the rich texture of social life.</p> <p>2. Ronan Foley (<i>Maynooth University Ireland</i>)</p>

	<p><b>(Auto)Ethnographies of Swimming using Spatial Video.</b></p> <p>Much recent health geography research has focused on the close-in geography of experience, using in-situ methodologies and technologies; informed by more-than-representational geographies and the immediacy of bodies/emotions in action. Such active methods are well-established, but less commonly mapped out in-situ. This research documents spatial video and its application with Irish open-water leisure swimmers, using swim-along interviews, (auto)ethnographies and video elicitation. A core aim was the immediate documentation of health and wellbeing in-situ. While not technically or methodologically unproblematic, there is a value in spatial video methods to better document specific health and wellbeing outcome associated with direct immersion in water.</p>
	<p>3. Rebecca Olive (<i>RMIT University</i>)  <b>Swimming into the feast.</b></p> <p>Researching oceans requires different approaches to thinking about space, movement and encounter, especially as it relates to other-than-human ethics and relationships. In Australia, sharks, jellyfish, rip currents, and pollution mean that the choice to swim is one that accounts for how we are part of the feast of ecologies. Understanding the various risks of immersion in oceans means our choice to swim one that accommodates real, not abstract, consequences to our health and wellbeing. To swim is to challenge the illusion of our separation from ecologies. Drawing on Plumwood's (2004) interest in 'resituating humans in ecological terms' (53), in this presentation I will explore the roles of encounter and vulnerability that are always part of outdoor swimming in Australia, including for those of us who research there.</p>
	<p>4. Tirion Jenkins (<i>Cardiff University</i>)  <b>Creative cold water immersion.</b></p> <p>My research is interested in how can we use creative and visual methods to understand embodied experiences of blue health, particularly when exploring non-discursive phenomena such as mindfulness, flow and immersion. I will contribute to existing discussions around, and understandings of, mindfulness by taking a post-humanistic geographical approach. I am examining how the immersive experience of cold-water surfing and swimming contributes to a sense of wellbeing in dark winter months, thus expanding the literature on health geographies, the embodied experience of surfing and resilience strategies.</p>
<p>Rosemary Cramb  CLC202  <u><a href="#">Symposium</a></u></p>	<p>Sam Elliott (<i>Flinders University</i>), Camilla J. Knight (<i>Swansea University</i>), Devesh Patel (<i>Nottingham Trent University</i>), Maita Furusa (<i>Swansea University</i>)  <b>Supporting and enhancing parental involvement in youth sport: UK and Australian perspectives underpinning the development of future sport parenting research.</b></p> <p>Context  Over the past two decades, academic research on parental involvement in youth sport has increased exponentially. The field has benefited from a range of interdisciplinary perspectives which have advanced theoretical understandings of sport parenting as a complex, varied, and diverse social</p>

phenomena (Knight, Berrow & Harwood, 2017). Innovative methods to examine parental involvement have included retrospective interviewing methods (e.g., Elliott & Drummond, 2017), electronic audio recording devices (e.g., Sutcliffe et al., 2021), and video analysis (e.g., Tamminen et al., 2022). Similarly, diverse theoretical frameworks have been useful in expanding our knowledge about parental involvement in youth sport and their influence on children's psychosocial outcomes. This includes, but is not limited to, the use of motivational theories (for review, see Knight, 2019), sociological theories (e.g., Strandbu et al., 2019) and theories of human behaviour such as family systems theory (Dorsch et al., 2016). These theoretical and methodological developments have emerged in response to calls for innovative methods to inform the development, implementation, and evaluation of educational, informational, esteem, and emotional support strategies for parents. Efforts to this end will help to promote high quality parental involvement via the development of efficacious and theoretically informed sport parenting interventions.

#### Connection and complementarity

Our proposed pre-constituted sessions include four inter-connected papers by Devesh Patel (2nd year PhD at Nottingham Trent University), Maita Furusa (3rd year PhD student at Swansea University), Dr Camilla Knight (Professor at Swansea University) and Dr Sam Elliott (Senior Lecturer at Flinders University). The first paper (Patel) will explore the stressors faced, and psychological assets used, by parents to manage responsibilities and maintain psychological wellbeing. The second paper (Furusa) will introduce the concept of parental involvement in sport by exploring the meaning children assign to different types of parental involvement and the subsequent impact on thoughts, feelings and behaviours. The third paper (Knight) will then explore youth rugby players developmental journeys and discuss the types of support needs of their parents. Finally, the fourth paper (Elliott) will discuss the feasibility of digital (video-based) methods of educational support materials for parents. Collectively, a logical sequence of papers is connected to traverse a major challenge in the field: to positively impact the sporting experiences for parents and children by enhancing parental involvement. In the spirit of the QRSE2022 conference, the proposed symposium brings together qualitative researchers from diverse backgrounds (academics and postgraduate students, male and female speakers, racially diverse researchers), using a variety of methods and methodologies (focus groups, photo elicitation, individual interviews, audio diaries), unified in their commitment to enhancing parental involvement in youth sport.

#### Aim

The overarching aim of the proposed symposia is to bring together a diverse group of speakers, at different career stages, and geographically spread, to advance methodological debate and theoretical discussion around support and education programs for sport parents. Specifically, the symposium aims to:

1. Foster increased awareness of the importance of sport parenting research to the broader field of youth sport;
2. Position current methodological perspectives on sport parenting research as a growing and priori area in the Qualitative Research in Sport and Exercise (QRSE) academic community;
3. Ensure that the sub-discipline of sport parenting is understood as a theoretically informed and contextually rich terrain that has the potential for transformative change in youth sport;
4. Reinforce the focus of excellent qualitative research in advancing the field, and;

	<p>5. Through the QRSE community, model a collegially supportive network through which postgraduate students, early career researchers and established academic leaders can debate and discuss progressions in the discipline.</p> <p>Justification This session will be of scholarly and international interest because it will (a) traverse the opportunities and challenges for researchers and sport organisations in developing programs to enhance parental involvement; (b) canvas future directions for higher degree students seeking to advance the field; (c) provide a platform for discussing potential international collaborations tied to nationally competitive grant applications, and (d); showcase how international members of the QRSE community, and from different career stages, expand, extend and enhance the stock of knowledge in a thriving, dynamic and complex milieu.</p>
	<p>1. Devesh Patel, Julie Johnston (<i>Nottingham Trent University</i>), Camilla J. Knight (<i>Swansea University</i>), Mustafa Sarkar (<i>Nottingham Trent University</i>) <b>Understanding the stressors parents face and the psychosocial assets they use to manage their responsibilities and maintain psychological well-being in youth cricket.</b></p> <p>Objectives. Parental resilience in sport has recently been defined as a dynamic process in which parents draw on multiple psychosocial assets and strategies to effectively manage their responsibilities and maintain their psychological well-being when encountering a range of stressors (Patel et al, in preparation). However, research has yet to uncover what specific psychosocial assets parents utilise to manage specific stressors. The purpose of this study was to match the stressors parents faced with the psychosocial assets they used to manage their responsibilities and maintain their psychological well-being over time. Methods. Data was collected from 12 cricket parents over a 12-week period. Parents completed weekly audio/written diaries to record their moment-in-time experiences of parenting their child involved in cricket. Each month, parents subsequently completed an in-depth interview. Findings and discussion. With a child's poor performance, parents had confidence in their child's ability to improve which allowed them to manage their emotions and maintain their psychological well-being. Furthermore, with parents interpreting a cricket season to being hectic, they reinforced the need to remain organised and plan their summer, which helped them to manage the logistics around their child's cricket and their psychological well-being. Conclusions. This study provided insights as to how different stressors within youth sport are managed through utilising different psychosocial assets. Future research should highlight the key strategies use to withstand and deal with these stressors.</p>
	<p>2. Maita G. Furusa, Camilla J. Knight, Thomas D. Love (<i>Swansea University</i>) <b>Understanding the meaning of parental involvement in youth sport.</b></p> <p>Objective. Increasingly researchers have sought to gain children's insights into parental involvement in sport. However, previous studies examining children's perspectives have often focused on adolescent children (aged 12+) (e.g., Knight et al., 2016) and limited attention has been given to understanding children's perceptions of parental involvement. Thus, the current study sought to understand the meaning children assign to different types of parental involvement and the subsequent impact it has on their thoughts, feelings, and</p>

behaviours. Method. Utilising Photo elicitation interviews (Harper, 2002), the study was conducted in three stages. First, focus groups were conducted with eight children (8-11 years, M = 9.87) involved in club level cricket. Next, children were given a tutorial on how to use the cameras, briefed on the photo task, and were each provided with disposable cameras and given a week to take pictures. Photographs were developed and six children then participated in photo elicitation interviews. All data were analysed using reflective thematic analysis (Braun & Clarke, 2016). Findings and Discussion. The types of parental involvement children reported were consistent with the core types of parental involvement highlighted in the youth sport parenting literature (i.e., tangible, emotional, and informational support). The results demonstrated that parents positively contributed to enhancing children's confidence, motivation, perceptions of competence, concentration, and overall enjoyment. This subsequently reduced feelings of pressure and anxiety. Conclusions. Overall, the study highlights the extent to which parents positively influence children's experiences through their involvement.

3. Camilla J. Knight, Emily C. Owen (*Swansea University*), Steffan R. Berrow (*Swansea University and Sport Wales*), Maita G. Furusa, Rachael A. Newport (*Swansea University*), Maxwell J. Stone (*Swansea University and University of South Wales*), Donald Barrell (*Rugby Football Union*)

**Developing Youth Academy Rugby Players: Parental Influence and Support Needs.**

Objectives. The aims of this study were to: 1) examine youth rugby players development journeys; 2) understand the support they had received and desired throughout this journey, and; 3) identify the support and guidance parents required to be able to support their sons' journeys. Methods. An interpretive descriptive approach, combining timeline focus groups and qualitative analysis guided by Miles, Huberman, & Saldaña (2012) was utilised for this study. In total, 22 focus groups with academy rugby players and 17 focus groups with parents, teachers, coaches, and academy staff were conducted. Findings and Discussion. Players generally summarised their journey as: Starting tag rugby; moving to contact rugby and playing for local clubs; competing for school teams; entering academy development programmes; playing for their county; moving into higher level academy programmes and attending the festival. Players shared a unanimous belief that their parents had positively influenced their development, with other individuals playing more or less important roles at different stages. Nevertheless, players, parents, and the wider support network all perceived parents would benefit from more information and support regarding areas such as balancing rugby and education, managing selection and deselection, managing school expectations, dealing with injuries, mental health concerns, development versus winning, and knowing how to optimise their own support. Conclusions. The findings reiterate the importance of parental involvement throughout the youth rugby players development, whilst highlighting the complexity of their role, the gaps in their knowledge, and the substantial support parents require to be able to best support their sons' development.

4. Sam Elliott, John Kwon (*Flinders University*)

**Educational video resources as a strategy to support parental involvement in youth soccer.**

Objectives. Researchers in the sport parenting literature have highlighted the need for more effective and efficient methods for support parents in youth

	<p>sport. The purpose of this study was to [1] examine the feasibility of educational video resources to support parents in soccer; [2] understand the factors that promote engagement with educational video resources; and [3] explore the informational support that parents and coaches perceive to be useful in enhancing parents' involvement in youth sport. Method. A case study methodology was utilised to address the objectives involving in-depth, semi-structured interviews with 20 parents and coaches across the sampling, specialising and investment years. Stimulus materials in the form of a 'proof of concept' video resource was played during the interviews to provoke dialogue. Findings and discussion. Three main themes developed from the thematic analysis including 'Importance of targeted curriculum', 'Integrated delivery model' and 'Strategies to maximise impact' of video-based parent education. The findings indicate that parents and coaches advocated for video resources that were freely available and could be accessed at their own pace. Also, various strategies such as adapting the tone of video, directing videos to a specific audience, resource enhancements and incorporating a focus on coaches were suggested. In addition, members of governing bodies, local clubs and schools were perceived important to promoting video resources in order to maximise impact among parents. Conclusions. The findings provide insight into the utility and scope of digital (video-based) parent support as part of broader, and potentially scalable sport parenting intervention strategy.</p>
<p><b>Ken Wade CLC203</b></p>	<p>Adam Evans (<i>University of Copenhagen</i>), Frank Vandaele (<i>Artevelde University of Applied Sciences</i>), Stefano De Dominicis (<i>University of Copenhagen</i>), Michael Gross (<i>Evaleo</i>), Gervan Heuzè (<i>European Federation for Company Sport</i>)</p> <p><b>Working across borders: Reflections on the “Active Workplace Certification” Project</b></p> <p>Background and Objectives: The workplace is often highlighted as a potential location to promote physical activity and healthy lifestyles. Yet debates still exist concerning the appropriateness of ostensibly 'leisure' activities within traditional spaces of work. Moreover, little consensus exists concerning good practice, whilst workplace structures, cultures, interpersonal relationships, personal motivations and local/national policy architecture influence programme effectiveness. The ERASMUS+ funded 'Workplace Accreditation Certification' project was designed to develop an evidence-based certification process through which to certify workplaces as active.</p> <p>Methods: In order to achieve this aim, the programme integrated several types of evidence obtained from several sources. These included a scoping review of literature, multi-stage interviews conducted online by partners with 'pioneer' employers across multiple European countries, and iterative consultations with cross-sectorial health and physical activity promotion experts. The project comprised 10 cross-sectorial partners who supported this process.</p> <p>Discussion: In this presentation, we reflect upon the challenges inherent in integrating multiple formats of evidence into systemic, supportive and applied solutions to certification processes in a meaningful way. We discuss the challenges of packaging and communicating such data to a multiple, often skeptical audiences. Finally, we consider the process through which we might obtain, analyse and synthesize multi-lingual data to produce meaningful solutions for employers and employees in multicultural settings.</p>

	<p>Conclusion: The project demonstrated the importance of Qualitative methods in the translation of knowledge from evidence to practice. It also highlights the importance of maintaining balance between transferrable knowledge, and adapting solutions to specific contextual and socio-cultural contexts in how solutions are enacted.</p>
	<p>Grace Tidmarsh, Janice L Thompson, Mary L Quinton (<i>University of Birmingham</i>), Benjamin J Parry (<i>Clemson University</i>), Sam J Cooley (<i>University of Leicester</i>), Richard J Whiting, Jennifer Cumming (<i>University of Birmingham</i>)</p> <p><b>Process evaluations in sport and exercise psychology: Qualitative research is a missing piece of the puzzle.</b></p> <p>Process evaluations are vital to enable a greater understanding of adherence in programme implementation and allow results to be correctly attributed to what is delivered compared to intended delivery. Qualitative research methods are an important but often overlooked aspect when conducting process evaluations in sport and exercise psychology settings. Instead, there is often a greater focus on the use quantitative methods to explore aspects of programme implementation (e.g., content, delivery style, dosage). When used in isolation, however, these are insufficient to investigate programme implementation in-depth and understand the perspectives of stakeholders. Based on the process evaluation of a mental skills training programme (underpinned by self-determination theory and positive youth development) for young people experiencing homelessness (My Strengths Training for Life; MST4Life, Ñç), we outline how using a variety of qualitative methods can lead to a greater understanding of mechanisms which enable or prevent a programme to be delivered as intended. MST4Life, Ñç was delivered to &gt;600 young people during an 8-year community-based partnership within a frontline service supporting young people experiencing homelessness. Using the qualitative (and mixed-methods) approaches employed to explore the implementation of MST4Life, Ñç (e.g., qualitative questionnaire components, diary rooms, and interviews), we will identify benefits and challenges to implementing qualitative research in process evaluations in a sport psychology programme adapted for delivery in a complex community setting. In summary, as sport and exercise psychology progresses towards greater inclusion of process evaluations of interventions, the use of qualitative inquiry will be an integral component of this evolution.</p>
	<p>Gareth Wiltshire (<i>Loughborough University</i>)</p> <p><b>Paradigms, false exceptionalism and the vanity of our small differences.</b></p> <p>AIM: The aim of this paper is to explore the proposition that qualitative research is not in fact underpinned by a distinctive set of philosophical assumptions and related practices, as it is often understood to be. JUSTIFICATION: This is an important idea to explore given the widespread acceptance of the paradigms narrative amongst the qualitative research community of practice within and beyond sport, exercise and health together with the increasing use of special abstract concepts used to inform qualitative studies. MAIN ARGUMENT: I suggest that - despite being grounded in valid historical grievances - the paradigms narrative has been used instrumentally to substantiate a false sense of exceptionalism for qualitative research as a whole and promote performative coherence within the internal paradigms of</p>



	<p>qualitative research. This has given license to endorse special abstract concepts (i.e., alternative versions of reality, truth, knowledge, validity, rigour, generalisability etc.) that are distinctive from those endorsed in quantitative research. I then claim that examining these special abstract concepts carefully and with concrete particulars reveals that they are surprisingly less distinctive than first thought. IMPLICATIONS: If the proposition has merit, it could be highly significant for existing thinking in qualitative research, including how it is taught, practiced and evaluated during the publication process. Perhaps more importantly, I suggest that there is a need for empirical studies drawing on social epistemology to investigate how, why and in what circumstances paradigms and their related special abstract concepts come to be understood and endorsed.</p>
<p><b>Earth Sciences</b> <b>ES228/229</b> <b><u>Round Table</u></b></p>	<p>Colum Cronin, Tabo Huntley, Amy Whitehead, Colin Lewis, Francesca Champ, David Tod, Gus Ryrie, Amy Hardwick (<i>Liverpool John Moores University</i>), Fieke Rongen (<i>Leeds Beckett University</i>), Lauren Downham (<i>UK Coaching</i>)</p> <p><b>Care in Sport Coaching; what methodologies should inform a second generation of care research?</b></p> <p>Introduction</p> <p>Over a decade ago, Jones (2009) called for more care in sport coaching. Imbued by this, and informed by the feminist philosophy of Nel Noddings, researchers provided reports of coaches creating family type atmospheres within teams, responding to athletes' needs, and having an open door policy for communication (Fisher, Larsen, Bejar, &amp; Shigeno, 2019; Cronin, Walsh, Quayle, Whittaker, &amp; Whitehead, 2019; Annerstedt &amp; Eva-Carin, 2014). These studies support Cronin and Armour's (2018) proposition that care is an essential aspect of the coaching role. In response to this burgeoning 'first generation' of care research, this roundtable discussion will consider what methods have led us to the theoretical reconceptualization of coaching as a caring activity, and what methods might inform a second generation of research of care research. It does so because across this existing literature a) athletes have been universally positioned as the 'cared for' b) the needs of marginalised athletes have not been well explored; c) coaches' narratives of providing care have been unduly accepted; d) the needs of coaches themselves remain under explored; and d) there has been little interrogation of how care theory manifests in practice.</p> <p>Why are methods in care research important?</p> <p>Gearity et al. (2021) argue that extant sport coaching research has not always problematized the complexity of care. It is claimed that the constructivist epistemologies and traditional methodologies employed have tended to uncritically report coaches' verbalised narratives of providing care. Consequently, Gearity et al. call on scholars to question prevailing methodologies within care research on the basis that understanding of complex social phenomenon will always be partial, and that there are multiple ways of knowing. With these tenets in mind, the proposed roundtable discussion will humbly identify the vulnerabilities of existing care research and consider alternative methodologies for care research.</p> <p>Why now?</p> <p>The critical repositioning of coaching as a caring activity is timely because instances of abuse across the world have prompted organisations to consider how coaches care for athletes (Grey-Thompson, 2017). Additionally, UK</p>

Coaching are concerned with the care needs of coaches themselves. Thus, care in coaching has become a major theme in sport. Yet while researchers and policy makers aspire for more caring cultures, research largely remains tied to recounting coaches' narratives of caring practice. Thus, there is a need for a second generation of care research that considers how all individuals experience care, and how care manifests in everyday situated contexts.

Who are the panel members and what do they bring to the discussion? The roundtable discussion will be led by Dr Colum Cronin.

Dr Colum Cronin is a Senior Lecturer in Sport Coaching at Liverpool John Moores University (LJMU) He is co-author of the book *Care in Sport Coaching* (Cronin & Armour, 2018). He is a member of the Duty to Care advisory board for UK Coaching and is ideally placed to lead the discussion on care in coaching. Colum will introduce the methodologies, epistemologies and methods that have informed his own care research. Subsequently, he will self-critically consider what these methods have given us and what areas are to be further explored?

Dr Tabo Huntley (LJMU) is a Senior Lecturer in Sport Coaching at LJMU. He has led the EU funded Paracoach Project and published studies on disability sport. Tabo will consider whose voices have been represented in care research in sport including how disabled coaches and athletes are largely absent from care research in coaching. Moreover he will assert that there is a need to 'crip' (i.e. jolt) care practice from prevailing norms associated with "business exchange, oppressive relations or romanticized bonds" (Douglas, Rice, & Kelly, 2017).

Dr Amy Whitehead is a reader in Sport Psychology and Coaching at LJMU. Dr Whitehead will introduce and consider the promise of think aloud (TA) protocol (Ericsson & Simon, 1993), to provide insight into the everyday care practices of coaches. This psychological informed tool is increasingly used by coaches across a range of sports to reflect on their practices (Whitehead, et al., 2016). Yet to date, no studies have used TA to examine if and how an ethic of care is featured in coaches' planning, delivery or reflection.

Dr Colin Lewis is a Senior lecturer in Sport Coaching at LJMU. Dr Lewis will introduce care in women's football and provide insight into how players are cared for, or not, in this setting. Additionally he will explore touch in women's football and address the questions and concerns around the act of touching athletes.

Dr Lauren Downham is a research manager at UK Coaching, which is a registered charity that supports coaches in various ways (e.g., insurance, memberships, accredited education, workshops, webinars etc.) Prior to this role, Lauren researched coach education and learning. She is ideally placed to consider what care coaches might need and what methods might impact their everyday practice.

What are the key questions (by panel members, the audience)

The key questions informing the discussion are:

- 1) How have methodologies (and methods) informed our existing understanding of care in coaching?
- 2) Whose voices have been heard and not heard in care research?
- 3) To what extent are the methodologies used in care research consistent with a feminist ethic of care?

	<p>4) What methodologies might help us to gain a more complete, if always partial understanding of care in sport coaching?  5) What methodologies might help us influence care in everyday coaching practice?</p> <p>What do you hope to gain from considering questions in this format?  This round table discussion will illustrate how different methodological choices have impacted our understanding of care and provide an opportunity for the panel and audience to humbly advocate for methodologies to inform a new generation care research.</p>
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### 11.15-12.15 Keynote 3: Professor Kerry McGannon

School of Kinesiology and Health Sciences, Laurentian University, Canada

#### **Questioning Meaning(s) in Qualitative Research: Reflections on a Taken For Granted and Vital Notion**

The concept, and pursuit, of meaning in qualitative inquiry is often centralized as the main axis that all qualitative research pivots around (Bruner, 1990; Dahlberg & Dahlberg, 2019; St. Pierre, 2021). For example, generic definitions of qualitative research take for granted that qualitative researchers “study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2011, p. 3). Although many qualitative researchers may take this notion of meaning as a given, contemporary conversations in the social sciences have highlighted the need to re-examine the ‘meaning of meaning’ and the consequences for qualitative research. In this presentation, I explore some of these emerging debates that include the tendency to trivialize or overlook meaning in qualitative research, a limited and/or hegemonic view of meaning in qualitative research, and the reconfiguring/destabilization of meaning(s) in qualitative research. I will then outline some of the ways in which qualitative researchers in the sport and exercise sciences are pushing these conversations forward, including examples from my own scholarship grounded in post-structuralist, discursive and narrative research. I conclude with offering ways we might continue to build on qualitative forms of inquiry in the sport and exercise sciences that engage with meaning(s) in ways that are critical, contested and questioned.

### Thursday 28<sup>th</sup> July > Parallel session 8 – 13.15-14.15

<p><b>Arnold Wolfendale</b> CLC013</p>	<p>Zhuotong Wu (<i>Durham University</i>), Dongye Lyu (<i>Tongji University</i>), Wei Wu (<i>Jinling Institute of Technology</i>)</p> <p><b>The Interweaving of Football Homogenisation and Football Feminisation: Participation Constraints of Non-Spanish Women Fans in Spain.</b></p> <p>This study explored non-Spanish women football fans’ experience of participation constraints in Spain. Data were collected among 200 Real Madrid C. F. women fans via 2 month-long questionnaire survey and through semi-structured in-depth interviews with women fans from Russia, South Africa and Poland. The leisure constraint theory was drawn upon to build our framework of women football fans’ participation constraints. Our study explained how factors of self-constraints, interpersonal constraints, experience constraints, and structural constraints interlink and construct non-Spanish women football fans’ constrained experience in Spain. We find that social class plays a significant</p>
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role in the level and preference of consumption, but a limited role in consumption frequency. Culture and regional traditions have not been significant barriers to non-Spanish women football fans' participation, but geography and economic factors show strong constraints. It is illustrated that our participants would be sensitive, reserved, closed off but dependent on peers, partners, and family members. They would show a strong willingness to assert femininity but be prone to feelings of disgust, self-centredness, moodiness, and a sense of loss during participation. We present five main roots of intercultural women football fans' participation constraints: women's physical and psychological features, women's social attributes, professional football's commercialization attributes, homogenisation of football culture, and feminisation of football. As the first part of intercultural women football fans participation research, this study contributes to the contemporary cultural exploring of women football fans' experience in a foreign country to illustrate how football feminisation and homogenisation shape such global female sports participation.

Bryan Clift, Jessica Francombe-Webb, Stephanie Merchant (*University of Bath*)  
**Remembering learning to play: Collectively reworking gendered memories of sport, physical activity, and movement.**

In this presentation, we explore young women's memories of their experiences of sport and physical activity during their childhood by drawing upon collective memory work. The objective of this work is to explore and examine constructions of young women's experiences of gendered relations of power, bodily awareness and regulation, and socialisation within movement-based practices. To do so, we draw on collective memory as inspired by the work of Frigga Haug and colleagues. As a novel, creative, and quasi-established qualitative research method emerging in the 1980s, but may well be considered a form of post-qualitative inquiry-collective memory deployed here involves reading, sharing, discussing, writing, and analysing sporting memories/histories. Forming a collaborative working group with six young women and two researchers, we illustrate how working memories facilitates the interrogation of taken-for-granted assumptions about women's active bodies. Despite growing up within a period wherein women's access to and engagement with sport and physical activity is more available, common, and diverse compared to the youth of past generations, young women's experiences as expressed here in distinctive memories illustrate the ways in which movement-based practices continue to shape contemporary feminine subjectivities. Wrestling with feminine subjectivities is made possible through memory work, which as an act of feminist praxis, can foster participants' active negotiation of the bodily practices and discourses shaping their past (and future) experiences.

Stacey Pope (*Durham University*), Jess Richards (*Western Sydney University*)  
**Women Researchers in a 'Man's World': Advancing a New Theoretical Tool Through the Gendered Challenges of Undertaking Research in the Masculine Space of Men's Football.**

Much literature on football fandom has been written by men and focused upon a particular subculture of hyper-masculine football supporters. Being a white "working-class", heterosexual, non-disabled man is often used, valiantly in some ways, as a means of gaining access to such spaces as an "insider". In this paper, we discuss women researchers undertaking work in the male-dominated space of men's football. Reflexive accounts from men do not tend to

	<p>consider the complexities of gaining access to such spaces for “outsiders”, such as women. This, combined with the scarcity of women scholars in this field has meant that there is a lack of research considering how women must manage such gender-related research ‘problems’.</p> <p>We draw upon the experiences of two women academics who have undertaken extensive work in the field of men’s professional football. Our qualitative methods have included: 100 interviews with women fans of men’s football, a three-year ethnography of one men’s Premier League football club, and one focus group with men football fans. Our findings show how gendered obstacles were managed at all stages of the research process. As women, we continuously managed encounters where our sexuality and gender placed us in uncomfortable or unsafe situations. Gendered expectations around our behaviour were measured by the fan subcultures we were interacting with i.e., those who could ultimately hinder our ability to conduct the research.</p> <p>However, we argue that gender does not hinder women’s ability to gather and interpret rich data in this field. Based on these gendered challenges, we develop a new theoretical tool which shows how being a woman researcher can be advantageous when undertaking work in this space. By applying a ‘feminist gaze’, this can generate rich data which men researchers have typically overlooked through uncritically accepting access to such spaces. Most importantly, the ‘feminist gaze’ is also a call to action to ensure women’s safety in this male-dominated space.</p>
<p><b>Rosemary Cramb CLC202</b></p>	<p>Nicola McCulloch, John Hayton, Francisca Trigo Pereira, Andrea Scott-Bell (<i>Northumbria University</i>), Rosa Stalenberg (<i>Vrije Universiteit</i>)</p> <p><b>How a disability sport charity brokers and sustains exchange relationships with kindred/external organisations in times of lockdown.</b></p> <p>Objectives: Like many organisations, disability sport charities were forced to adapt their delivery during Covid-19 lockdown periods. In the context of their launch of digital packages for physical activity sessions and disability awareness training workshops, this study aimed to explore the relationships between one disability sport charity and their previous and prospective business clients to discern how these relationships helped to support ongoing delivery.</p> <p>Methods: Online, semi-structured interviews were conducted with participants from eight businesses. Data were analysed through an iterative approach involving an emic cycle which was followed by an etic cycle based around resource mobilisation theory. This framework was applied to identify key resource types and mechanisms underpinning the exchanges between the businesses and charity.</p> <p>Findings and Discussion: Resource mobilisation theory was a suitable framework for the analysis. Participants particularly valued moral resources from their relationships with the charity, especially in relation to the charity’s legitimacy and the authenticity of its delivery. Human resources also received much attention due to facilitators’ engaging delivery styles. Endorsements were shared from business to business through organisational networks.</p> <p>Conclusions: The disability sport charity was able to extend its organisational mission of increasing inclusion in physical activity beyond its own programmes via the businesses through which it shares exchange relationships. This</p>

	<p>emphasises the importance of such relationships during and beyond lockdown periods. The findings have important implications for future delivery as online platforms may continue to be popular amongst individuals experiencing susceptibility concerns and where training workshops can be delivered more conveniently online.</p>
	<p>Dragana Javorina (<i>University of Toronto</i>), James Noroha (<i>Special Olympics Ontario</i>), Ann Fudge Schormans, Krystn Orr (<i>McMaster University</i>)  <b>Collaborative methodologies for developing a digital playing field for coaches.</b></p> <p>The COVID-19 pandemic caused major interruptions to sport and physical activity participation. With strict protocols in place for safety, sports organizations, like Special Olympics (SO), adapted to a digital playing field. However, many coaches had little to no experience with virtual coaching, which resulted in a major gap of understanding in what resources coaches needed during this transition. This project aims to discuss the importance of collaboration with community members, administrators, and researchers in the development of a sustainable and need-fulfilling educational resource. This project is three phases; however, the current discussion will focus on Phase 2 methods and preliminary findings. Participants consisted of research advisors (n=11) who were a mix of administrators (n=3), SO coaches (n=1), non-SO coaches (n=4), and SO athletes (n=3). Data from Phase 1 and the extant literature compiled informed the development of a drafted set of modules. A prototype of the modules was created in Microsoft PowerPoint and shared with participants. Phase 2 participants provided feedback in semi-structured interviews and surveys addressing visual appeal, information delivery, the applicability of module content, accessibility features, and user engagement. Using this data, further module refinements were made for Phase 3, which includes national dissemination, feedback, and iterations. This project highlights the importance of collaborative methodologies when identifying learning gaps and needs within an organization. Specifically, this project emphasizes the importance of ongoing collaboration when meeting the needs of community members.</p>
	<p>Emma Richardson (<i>University of Worcester</i>), Shinichi Nagata, Cindy Hall, Shigeharo Akimoto (<i>University of Tsukuba</i>)  <b>A Proposition for Cultural Praxis in Disability Research: Seeking Socially-Just Agendas for Inclusive Physical Activity.</b></p> <p>Proposition: As an international collaborative group, our initial research purpose was to create a culturally-sensitive research agenda to enhance inclusive physical education in Japan. It quickly became apparent, however, that contemporary disability scholarship did not ‘fit’ within the historical, cultural and social structures of Japan. We therefore crafted a new approach grounded within a cultural praxis paradigm. Our desire is to present this new approach and share our reflections, challenges and mistakes throughout this process, and welcome criticism, challenge and discourse from delegates.</p> <p>Why? There have been increasing calls within the field of critical disability studies to move beyond ethnocentric or Global North lenses, especially when</p>

	<p>doing inclusive work in countries that have historically been oppressed by such cultures. Global South and Postcolonial Disability Studies have made important contributions, but we argue these lenses are too wide to do meaningful, socially-just research in specific countries. Instead, focusing on more local, country-specific cultures is required to truly anchor agendas of social justice within the unique contexts they are lived.</p> <p>Outcomes: A cultural praxis approach meaningfully contributes to disability scholarship in physical activity by showing how to do emancipatory work while respecting the complex nuances of specific cultures and countries. Research and practice may also be anchored within socially-just, culturally-sensitive agendas that serve marginalised and oppressed groups. By embracing the cultural, historical and structural nuances of countries under exploration, we argue this approach may be transferred between countries and cultures to facilitate meaningful change.</p>
<p><b>Ken Wade CLC203</b></p>	<p>Richard A. C. Simpson, Faye F. Didymus (<i>Leeds Beckett University</i>), Toni L. Williams (<i>Durham University</i>)</p> <p><b>Retrospective Versus Momentary Methods: A Necessary Balance in the Study of Psychological Well-Being in Sport Organizations?</b></p> <p>Objectives: A constellation of qualitative research has focused on organizational sport psychology in recent decades (Wagstaff &amp; Lerner, 2015). Using retrospective (e.g., interviews) and momentary (e.g., diaries) methods, research has yielded insights to the psychological well-being (PWB) of those operating within sport organizations. Methodological critiques have, however, polarized opinion on the use of retrospective and momentary designs. This presentation critically evaluates and reflects on these methods and their usefulness for future qualitative research on PWB.</p> <p>Methods: This presentation is informed by two qualitative empirical studies that we have recently conducted. The first study comprised three athletes, three coaches, and three practitioners and used individual and triadic semi-structured interviews to unpack individual and interpersonal PWB. The second study included five performance directors who engaged in two interviews and interval-contingent audio-recorded diaries that captured changes to PWB over a 28-day period.</p> <p>Findings and Discussion: The authors reflects on three methodological considerations: 1) how each method facilitates sharing of PWB experiences (e.g., via freedom, privacy, autonomy), 2) researcher contributions during each method (e.g., offering opportunity for catharsis), and 3) the interplay between methods (e.g., sense-making of real-time experiences). These considerations emphasize the need for balanced and integrated use of retrospective and momentary methods when studying PWB in sport.</p> <p>Conclusions: This presentation examines the usefulness of retrospective and momentary qualitative methods when exploring PWB. We recommend that researchers capture momentary real-time verbalizations of PWB whilst harnessing the sense- and meaning-making capacities afforded by interviews. Such endeavours would extend understanding of PWB in sport organizations.</p> <p>Eoin King (<i>Edge Hill University</i>)</p>



**Mental Health and Work in Sport: A Study of Coaches in the Gaelic Athletics Association (GAA).**

Objectives: This paper explores the relationship between work, sport and mental health (MH) via a case study of dual-career coaches in the Gaelic Athletic Association (GAA) in Northern Ireland (NI).

Methods: Semi-structured interviews were conducted with 34 GAA coaches across NI. Reflexive thematic analysis was used to identify shared patterns that better illuminate the lived experiences of GAA coaches' MH inside and outside of sport.

Findings and Discussion: Some coaches discussed their experiences of chronic depression, anxiety and attempted suicide. Others disclosed experiences of episodic mental illness (MI) or poor MH that stemmed from bereavement, stress at work, poor physical health and relationships. The coaches explained their experiences of MI and poor MH largely in relation to their non-coaching work, but drew also upon the relational, processual and stigmatising experiences they encountered in the workplace and personal life. In contrast, coaching was seen as a sanctuary and a source of purpose that benefitted MH. Coaches talked about their love and enjoyment for coaching, describing it as a vocation that offered them a 'release' away from the stresses of modern work and other worries in their life.

Conclusion: This qualitative study - which is the first of its kind - demonstrates that coaches can conduct their coaching role and responsibilities while also experiencing MI or poor MH. The paper argues that greater emphasis needs to be placed upon the interdependence between coaches' personal and working lives, and particularly on the on-coaching dimensions of working life for those who are dual-careers coaches.

Mark Carroll, Justine Allen (*University of Stirling*)

**A poetic representation of the manifestation and exacerbation of mental illness in community sport coaching from a basic psychological needs perspective: Daniel's story.**

Objectives: Recent surveys have revealed the stark and under-considered prevalence of mental illness within the United Kingdom community coaching workforce (Gorczyński et al., 2020; Smith et al., 2020).

This study used basic psychological needs theory (Deci & Ryan, 2002) to understand the embodied experience of one community coach's struggles coaching (and living) with mental illness, which culminated in severe mental anguish and withdrawal from the activity.

Methods: Daniel (a pseudonym) was observed and interviewed during and after a short stint as a volunteer coach at a recreational children's football club in Scotland. After two months of case study investigation, interview data was triangulated with fieldnote evidence and underwent thematic analysis to elicit themes and derive meaning from his experience (Baxter & Jack, 2008).

Findings and Discussion: The findings suggested that Daniel's mental health suffered from being given too much autonomy and not enough structure upon joining the club and taking up coaching for the first time, which regularly placed him in stressful situations that triggered his anxiety and depression. Matters were made worse by personal issues Daniel experienced outside of coaching

	<p>that prevented him from engaging in coping strategies for his mental health problems. Meanwhile, impression management pressures within coaching and poor mental health literacy limited the help Daniel sought and subsequently received, leading to a period of intense negative affect and poor wellbeing.</p> <p>Conclusion: This study highlights the importance of offering adequate structure to new coaches in a community setting, and the enhanced sensitivities around supporting coaches with mental illness. The influence outside events can have on coaching experiences and motivation are also brought to light.</p> <p>Conceptual/performance intentions of the paper: The findings of this study, and the statements and observations underpinning them will be expressed and presented in poetic verse to encapsulate the entirety of Daniel's story, while conveying the emotionality of his experience and invoking reflection and varied interpretation in the viewers (Sparkes &amp; Douglas, 2007).</p>
<p><b>Earth Sciences ES228/229</b></p>	<p>Marelise Badenhorst, Simon Walters (<i>Auckland University of Technology</i>), Jason Chua (<i>New Zealand Rugby</i>), James Brown (<i>Stellenbosch University</i>), Amanda Clacy (<i>University of the Sunshine Coast</i>), Sierra Keung (<i>Auckland University of Technology</i>), Zachary Kerr, Johna Register-Mihalik (<i>University of North Carolina at Chapel Hill</i>), Gisela Sole (<i>University of Otago</i>), John Sullivan (<i>New Zealand Rugby</i>), Chris Whatman (<i>Auckland University of Technology</i>), Danielle Salmon (<i>New Zealand Rugby</i>)</p> <p><b>Investigating concussion responsibilities in rugby – a system's thinking approach.</b></p> <p>Objectives: Concussion is a significant concern in contact sports such as rugby union. From a system's thinking perspective, optimal concussion management may be influenced by stakeholders across multiple sport system levels (e.g., schools, parents and regulatory bodies). In this study we explored stakeholders' perceptions of their responsibilities in the context of the concussion management in community rugby.</p> <p>Methods: We adopted a pragmatic qualitative approach. Coaches, parents, physiotherapists, players, team leads and NZ Rugby representatives were invited to participate. Twenty-eight focus groups were conducted, comprising 155 participants. Thematic content analysis was used to analyse the data.</p> <p>Findings and Discussion: Thirty distinct responsibilities related to concussion management in community rugby were identified. These responsibilities were grouped into four key themes: (i) policies and incentives (responsibilities which influence systemwide strategies, human or financial resources); (ii) rugby culture and general management (responsibilities impacting players' welfare and safety, attitudes and behaviour, education, injury reporting and communication); (iii) individual capabilities (responsibilities demonstrating knowledge, skills and confidence managing concussion, enforcing protocols or task shifting); and (iv) immediate intervention following concussion. The need for role clarity was a prominent finding across these four themes. Future injury management initiatives should prioritise communication within the system and consider task -shifting opportunities for key stakeholders who hold multiple responsibilities.</p> <p>Conclusion: Concussion management involves several responsibilities and multiple stakeholders across different levels of the community rugby system. Additional strategies are required to support role clarity and task-shifting. This</p>

	<p>study demonstrated the value of systems thinking in our understanding of concussion management.</p>
	<p>Christoph Szedlak (<i>Hartpury University</i>), Brian Gearity (<i>University of Denver</i>), Bettina Callary, Kimberly Eagles, Dan Johnston (<i>Cape Breton University</i>)  <b>Coach education stakeholders' dominant discourses regarding psychosocial competencies.</b></p> <p>Objectives: There is a need to improve the translation of concussion guidelines into consistent use in real-world sport settings. To facilitate this, NZR developed a concussion management pathway (CMP) that used technology to support the Recognition, Removal, Recovery and Return of players who had sustained a concussion. In this study, we evaluate the fit of the CMP for community rugby, by exploring the perceptions of key community stakeholders.</p> <p>Methods: We adopted a pragmatic, descriptive qualitative approach. Semi-structured interviews were conducted with 123 participants (players, parents, coaches, healthcare professionals, school and provincial administrators). A realist process evaluation was used to guide data analysis, and framework analysis provided a structure into which the data was systematically reduced to facilitate comparisons across stakeholders.</p> <p>Findings and Discussion: We identified four high-level themes representing the 'mechanism' required for the CMP to function optimally: pathway resources; roles and relationships; attitudes, buy-in and support; diligence and communication. Influencing contextual factors included governing bodies' support; local club/school resources; culture; existing policies; stakeholder characteristics; and the clinical presentation or severity of concussion. Overall, participants found the CMP valuable and felt it facilitated optimal concussion management. However, the acceptability of policy-related aspects, such as the mandatory stand-down period for concussed players, uncertainty of roles, lack of information and guidance, communication flow, resource and education support were areas that require further development.</p> <p>Conclusion: Context-sensitive considerations are necessary to ensure the success of CMPs. These findings may act as a foundation for investigations of concussion management in other settings.</p>
	<p>Simon Walters, Marelise Badenhorst (<i>Auckland University of Technology</i>), James Brown (<i>Stellenbosch University</i>), Amanda Clacy (<i>University of the Sunshine Coast</i>), Sierra Keung (<i>Auckland University of Technology</i>), Zachary Kerr, Johna Register-Mihalik (<i>University of North Carolina at Chapel Hill</i>), Gisela Sole (<i>University of Otago</i>), Chris Whatman (<i>Auckland University of Technology</i>), John S. Sullivan (<i>New Zealand Rugby</i>), Danielle Salmon (<i>New Zealand Rugby</i>)  <b>A realist approach to stakeholders' perspectives of New Zealand Rugby's (NZR) Concussion Management Pathway.</b></p> <p>Objectives: There is a need to improve the translation of concussion guidelines into consistent use in real-world sport settings. To facilitate this, NZR developed a concussion management pathway (CMP) that used technology to support the Recognition, Removal, Recovery and Return of players who had sustained a concussion. In this study, we evaluate the fit of the CMP for community rugby, by exploring the perceptions of key community stakeholders.</p>

	<p>Methods: We adopted a pragmatic, descriptive qualitative approach. Semi-structured interviews were conducted with 123 participants (players, parents, coaches, healthcare professionals, school and provincial administrators). A realist process evaluation was used to guide data analysis, and framework analysis provided a structure into which the data was systematically reduced to facilitate comparisons across stakeholders.</p> <p>Findings and Discussion: We identified four high-level themes representing the ‘mechanism’ required for the CMP to function optimally: pathway resources; roles and relationships; attitudes, buy-in and support; diligence and communication. Influencing contextual factors included governing bodies’ support; local club/school resources; culture; existing policies; stakeholder characteristics; and the clinical presentation or severity of concussion. Overall, participants found the CMP valuable and felt it facilitated optimal concussion management. However, the acceptability of policy-related aspects, such as the mandatory stand-down period for concussed players, uncertainty of roles, lack of information and guidance, communication flow, resource and education support were areas that require further development.</p> <p>Conclusion: Context-sensitive considerations are necessary to ensure the success of CMPs. These findings may act as a foundation for investigations of concussion management in other settings.</p>
<p><b>Earth Sciences</b> <b>ES230/231</b></p>	<p>Anna Farello, Holly Collison (<i>Loughborough University London</i>), Christopher Kay (<i>Loughborough University</i>) <b>Re-thinking the dichotomy of a “clean minds, dirty hands” approach to sport for development.</b></p> <p>Sport for Development (SfD) literature tends to focus on and value bottom-up, grassroots projects and realities, and criticise top-down driven approaches. SfD research to date often ignores the professional experiences of individuals at the ‘top,’ including international organisation directors, policymakers, and full professors. The aims of this study were to challenge norms in SfD by exploring the professional experiences of top-level individuals, and interrogate the discrepancy between the ‘top’ and ‘bottom’ in SfD using Makhoul et al.’s (2013) “clean minds and dirty hands” concept.</p> <p>Participants were recruited from a global entity of membership by invitation only, based on high-level positions within the SfD and refugee sub-fields. The group was conceived in response to a need for cross-sector integration, advocacy, and leadership. Sixteen members participated in two semi-structured interviews: a general interview about their professional experiences and perceptions of the top and bottom, and a photo elicitation interview where they shared and discussed a photo of their on-the-ground work. Data was analysed using narrative thematic analysis.</p> <p>Findings indicated that the clean minds (top), dirty hands (bottom) concept should be viewed on a spectrum, rather than dichotomous categories. Top-level professionals’ experiences often began on the ground with ‘dirty hands’. With time, some rose to the top by ‘washing their hands’ and had faint connections with the ground, while others still regularly got their hands dirty. Findings demonstrate the value of including people at the ‘top’ in SfD conversations and holistic approaches. Both clean minds and dirty hands comprise the sector’s shared realities.</p>

Jessica Nachman (*York University*), Mitchell McSweeney (*University of British Columbia*)

**Co-creating knowledge on bicycles for development through visual and arts-based methods.**

**Objectives:** This presentation aims to demonstrate the utility of visual and arts-based methods for the sport for development (SFD) field through an exploration of two bicycles for development (BFD) research projects. Such methods have been growing in SFD research (e.g., Hayhurst & del Socorro Cruz Centeno, 2019), yet remain underutilized compared to traditional data collection methods (e.g., interviews). We outline how visual and arts-based methods while enmeshed with complexities, can help create “avenues for envisioning alternative futures and working towards social change” (Seppälä et al., 2021, p. 11).

**Methods:** In Uganda, photovoice was used to explore the deeper meaning of bicycles’ use for gender (in)equality and access to health services. In Canada, other arts-based methods (e.g., poetry, sculpting, and zine-making) were used to give participants agency and freedom in their expressions of how bicycles may contribute to a more just and equitable post-pandemic recovery.

**Findings and Discussion:** Using visual and arts-based approaches to SFD and BFD research can: 1) provide researchers and research participants more tools to expand their understandings of particular issues and communication; 2) provide an alternative perspective compared to traditional methods; and 3) disseminate knowledge beyond the academy for a wider audience (Jones & Leavy, 2014).

**Conclusions:** Through arts-based methods, research participants can engage in knowledge production using their unique cultural perspectives and share those perspectives in more accessible ways than traditional research practices (Seppälä et al., 2021). This is a novel direction for challenging power relations within SFD research, and within sociological research more broadly (Seppälä et al., 2021).

Alessio Norrito (*Loughborough University*)

**An exploration of “Sport for Development and Peace” football programs and initiatives for refugees and asylum-seekers in Sicily.**

**Objectives:** Sicily has been and currently is the main Italian region of arrival for many asylum-seekers crossing the Mediterranean sea by boat. Despite the high number of Sport for Development and Peace (SDP) initiatives, very little is known about the way these operate. The objective of this study is to conduct a wide-sited exploration of SDP initiatives in Sicily.

**Methods:** Part of a larger PhD project, data has been collected through interviews and focus group with 29 refugee participants. Data collection was also complemented through fieldwork and additional interviews with different stakeholders of the SDP initiatives. Collected data is then analysed using inductive thematic analysis. The purpose of this presentation is to report early findings.

**Findings and Discussion:** SDP initiatives for asylum seekers in Sicily vary in structure, capacity, sustainability, and level of formality. Overall, these initiatives have the advantage of refugees deeply enjoying playing football,

	<p>given the great value that the sport represents for them. While enthusiasm is an advantageous factor, several barriers seem to be present from a wide-sited SDP perspective, mostly related to the long-term sustainability of the initiatives and infrastructures.</p> <p>Conclusion: There is a concrete potential for SDP initiatives to be successful in Sicily, mostly deriving from the asylum-seekers and their meaningful passion for football. Initiatives are not homogeneous and vary significantly, yet present similar characteristics when it comes to daily and long-term operational barriers. Addressing these barriers would prove to be beneficial for the wider SDP Sicilian scenario.</p>
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*Thursday 28<sup>th</sup> July > Parallel session 9 – 14.30-15.30*

<p><b>Arnold Wolfendale CLC013</b></p>	<p>Robert Owen, Camilla Knight, Mark Waldron (<i>Swansea University</i>)  <b>Reflections of a quantitative researcher beginning to learn qualitative research.</b></p> <p>Aim: The purpose of this presentation is to share my reflections as a predominantly quantitative researcher as I embarked on my initial foray into qualitative research.</p> <p>Justification: There is increasing recognition of the value of both qualitative and mixed methods research across sport and exercise science disciplines. As such, researchers who predominantly employ quantitative research approaches are beginning to engage in qualitative research or utilise qualitative data collection/analysis methods. Unfortunately, however, few researchers have shared their experiences of understanding and utilising qualitative research against a backdrop of quantitative knowledge. This presentation will draw on my personal reflections, conversations with peers, and observations from my supervisors to highlight the challenges that can be faced when attempting such work. Specifically, reflections regarding: i) avoiding constant comparison of one approach to another; ii) unravelling the 'ologies, iii) managing challenges of data collection and analysis, and iv) the importance of working collaboratively will be shared.</p> <p>Implications: Developing robust qualitative research methods is vastly different from quantitative research methods. Although there is much excellent research and literature pertaining to qualitative research, the array of language, methodologies, approaches, and interpretations can seem overwhelming and at times exclusive. Understanding the challenges faced by quantitative researchers attempting to engage in qualitative research can provide valuable insights to facilitate the teaching and presentation of qualitative research to elicit engagement from a broader audience.</p> <hr/> <p>Ineke Vergeer (<i>University of Southern Queensland</i>)  <b>Holistic movement practices: An emerging physical activity category for qualitative researchers.</b></p>
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	<p>In the landscape of physical activities in Western countries, there is a growing presence of physical practices embedded in holistic philosophies of well-being. Yoga, t'ai chi and qigong are prime examples, however, there also exist a range of other, lesser known, practices that would fit this description (e.g., 5Rhythms®, Biodanza). Collectively referred to as holistic movement practices (HMPs), these are complex practices where holistic dimensions are an integral and purposeful part of the practice; as such, they go beyond what is typically on offer in exercise contexts to include mental, social and/or spiritual elements. This complexity and the philosophy-led nature of HMPs make them particularly suitable for qualitative research approaches.</p> <p>The aim of this presentation is to provide an insight into the nature and structure of HMPs. It is argued that it is useful to consider HMPs as a category of physical activities, as this would allow a more systematic approach to studying them, similar to, for example, the categorization of martial arts. The embedding in holistic philosophies will have numerous implications, which affect such issues as participants' lived experiences, attractiveness to different populations, levels of engagement, perceived benefits, psycho-social dimensions, teacher training, teachers' pedagogical objectives, and where HMPs position themselves in terms of marketing and health policy. It is hoped that a more thorough understanding of the nature of HMPs as a category of physical activities will support qualitative researchers in investigating these practices and their place in the landscape of physical activities on offer in Western societies.</p>
	<p>Andrew Sparkes (<i>Leeds Beckett University</i>)</p> <p><b>Can you be ethical and be an autoethnographer at the same time?</b></p> <p>If one accepts that three core characteristics hold the concept of autoethnography together (the 'auto', the 'ethno' and the 'graphy'), then this form of inquiry as a process and a product is necessarily saturated with complex ethical dilemmas that carry personal and professional risks for all involved. In this presentation, I explore these dilemmas and risks by unpicking two interwoven threads relating to the ethical imperative to do no harm to others and to self. In this task, I draw on various sets of ethical guidelines for autoethnography provided by others before problematising aspects of these with regards to notions of 'informed consent,' 'anonymity' and the power dynamics embedded in each. Attention is also given to the risks of exposing a vulnerable autoethnographic self that seeks to speak truth to power within the neoliberal academy and the manner in which the ethical guidelines that seek to protect this vulnerable self might inadvertently act to silence the voices of the most marginalised and disempowered. Throughout this presentation, for the purposes of discussion, I share my own confusions as to whether or not I can be, or indeed want to be in all sets of circumstance, an 'ethical autoethnographer'. The end result of these combined deliberations is not a list of definitive 'shoulds' for the conduct of ethical autoethnography but a montage of 'thinking points' offered for consideration by the audience to apply to their own qualitative endeavours as they see fit to do so.</p>
<p><b>Rosemary Cramb</b> <b>CLC202</b></p>	<p>Kyle Rich (<i>Brock University</i>), Larena Hoerber (<i>University of Regina</i>)</p> <p><b>Using Narrative Inquiry in Politically Heightened Sport Research.</b></p> <p>The Battle of Little Big Puck is an annual ice hockey game in rural Saskatchewan, Canada. The game invokes the imagery of "Cowboys and Indians" as carded cowboys play against members of a local First Nation. Although many locals celebrate the game as a time to recognize a history of</p>



collaboration between the two groups, the performance is contentious to say the least.

**Objectives:** We reflect on the process of using narrative inquiry in a politically heightened sport context and discuss the methodological implications of this work.

**Methods:** We draw from field notes and reflective discussions to critically examine our use of narrative inquiry and the social processes of data collection and analysis.

**Findings/Discussion:** Narrative inquiry allowed us to be attentive to our positionalities as outsiders to the research context and to respect participants' views and politics, especially when they differed from our own. The methodological process involved navigating power relationships associated with race, class, geography, research processes, and authenticity, to both ourselves and to local culture. While co-constructing narratives allowed for a more equitable sharing of power between us and community members involved in the project, we also had concerns about how power relationships within the local context played out in the narratives constructed. We discuss the role of an anti-narrative in providing a critical analysis of power structures within communities.

**Conclusion:** We advocate the critical engagement of narrative inquiry to navigate sport research in community contexts where politics and culture are explicitly played out.

Georgia Clay (*University of Lincoln and University of Copenhagen*), Adam B. Evans (*University of Copenhagen*), Jacquelyn Allen-Collinson, Hannah Henderson (*University of Lincoln*)

**“Scoping out” best practice: the use of reflexivity in the conduct of scoping reviews.**

Scoping reviews have become increasingly popular in recent years, including in relation to qualitative research to map, summarise and communicate extant literature and information sources, whilst also identifying specific areas requiring further research. Guidelines have also become increasingly rigorous in requiring scoping reviews to be as ‘systematic’ as possible, to be more consistent in the reporting of the methods utilised, as well as enhancing the trustworthiness (variously defined) of findings. Those trying to follow such guidelines must navigate a myriad of decisions about inclusion and exclusion criteria, developing a sound search strategy, adopting an appropriate approach to analysis, particularly where qualitative findings are included, and engaging with the overall iterative nature of the process. This can be particularly challenging for doctoral and neophyte researchers. In this presentation, we provide an overview of some the advantages for using reflexivity in the conduct of scoping reviews. Personal insights are derived from the use of reflexive journaling throughout the conduct of a scoping review for a doctoral study. We address key challenges identified throughout the scoping process, and how the use of reflexivity provided a powerful mechanism to address these challenges, especially where there is limited literature offering solutions. In presenting detailed instances of employing reflexivity in decision-making, we hope to share ideas with others conducting scoping reviews, and to identify key considerations for qualitative researchers contemplating undertaking this type of review in the future.

	<p>Michael McDougall (<i>Keystone College</i>), Noora Ronkainen (<i>University of Bern</i>)  <b>“Meaning” in Qualitative Research Sport and Exercise: Capturing the Elusive Concept and Maximising its Potential.</b></p> <p>Meaning is an essential idea in qualitative research, whereby inquiry is “about meaning and meaning-making, and viewing these as always context-bound, positioned and situated” (Braun &amp; Clarke, 2019, p. 591). It provides the substance to uncover and investigate personal and social significance and a base from which to resist static, functionalist, machine-like accounts of social life. However – as is often the case with concepts that are central to human endeavours – meaning is a contested, multi-layered and elusive term, even in more established domains of scholarship like meaning in life, meaningful work, and meaningful leisure. Correspondingly, while the majority of qualitative studies in sport and exercise explore meaning(s) communicated in the types of data they analyse (e.g., interviews, media, etc.) the term is often poorly explicated and frequently ‘thinly’ conceptualised. In this presentation, we aim to elucidate meaning and provide ways to address it through an interdisciplinary approach and with reference to our recent work in the study of meaning. We draw from established meaning perspectives in philosophy, psychology, anthropology and sociology to examine the ontological base of meaning and offer a range of epistemology and methodology from which to tackle it. In doing so, we hope to provide some steady intellectual footing for researchers in sport and exercise to progress the study of meaning. We close by suggesting that a focused, informed, interdisciplinary approach to meaning can provide foundations for new imaginings and projects in sport that can contribute to its ultimate reorganisation and a future beyond current instrumental trappings.</p>
<p><b>Ken Wade</b>  <b>CLC203</b></p>	<p>Rachel Crook, Katherine Tamminen (<i>University of Toronto</i>)  <b>Exploring the Emotional Climate and Emotion Norms in Female Competitive Sport.</b></p> <p>In the sport environment, athletes adhere to socially constructed ‘norms’ that influence how they experience and express emotion within the emotional climate of the team. While not extensively studied in sport, emotional climates and emotion norms have been suggested to impact athlete and team dynamics. Despite studies highlighting coaches and athlete leaders can impact athletes’ emotional states, there has been minimal consideration of how coaches and leaders can influence the development of emotion norms and emotional climates within the team. Therefore, this study explored the emotional climate within a competitive sports team, specifically examining how athlete leaders and coaches influence the emotion norms for emotional expressions and emotion regulation within a team environment. Twelve athletes and three coaches from one female volleyball team participated in semi-structured interviews. Thematic analysis of data suggests coaches and leaders play key roles in developing emotion norms and the emotional climate of a team, through generating and reinforcing appropriate emotional experiences and behaviours. Further analyses suggest athletes appraise coaches’ and leaders’ displays of emotions as appropriate or inappropriate for specific environments, which in turn may perpetuate an emotional climate in which emotions are viewed as productive or unproductive, subsequently affecting team performance. Athletes and coaches also highlighted how leaders potentially influence existing emotional climates by expressing emotions to evoke similar emotions in athletes. These results provide valuable insight into the emotional experiences of athletes and demonstrates how coaches and</p>

	<p>athletes can improve the emotional climate of a team to maximize team performance.</p>
	<p>Erica Bennett (<i>University of British Columbia</i>), Katherine Tamminen (<i>University of Toronto</i>), Andrea Bundon (<i>University of British Columbia</i>)  <b>“It hurts me too”: Emotions and Intersubjectivity between Participant and Researcher: Moving Beyond Reflexivity as a Cognitive Activity.</b></p> <p>Social scientists have drawn attention to the importance of intersubjectivity, empathic neutrality, and reflexivity in rigorous qualitative research. Missing from the extant literature, however, is an examination of the role of emotions in shaping researcher and participant interactions, and their implications for knowledge construction in sport and exercise research. Addressing this gap in the literature, in this paper we explore how experiences of emotions such as anxiety, anger, compassion, helplessness, shame, guilt, pride, envy, embarrassment, and joy shape interactions with participants when studying sport and exercise phenomena. Drawing on composite vignettes from interview data and observations from our research on the psychosocial aspects of physical activity, we (i) examine how we, as researchers, have experienced and attempted to process and manage our emotions throughout the research process, and how these experiences have shaped the intersubjectivity between researcher and participant; (ii) discuss the role of emotion regulation flexibility, emotional contagion, and emotion work in shaping research encounter intersubjectivities, and their implications for knowledge co-creation; (iii) highlight challenges we have faced in navigating intersubjective emotional experiences as researchers, and their impact on the co-construction of knowledge; and (iv) provide recommendations to promote research quality, emotional safeguarding for researchers and participants, and recommendations in how to mentor students in managing the emotional nature of participant-researcher interactions. We argue that there is a need for researchers to move beyond cognitive reflexivity to a more embodied, emotion-focused reflexive practice throughout the research process to promote better understanding the role of emotions in shaping knowledge creation.</p>
	<p>Katherine Tamminen, Mathew Lau, Jelena Milidragovic (<i>University of Toronto</i>)  <b>“It’s easier to just keep going”: Elaborating on a Narrative of Forward Momentum in Sport.</b></p> <p>Based on narrative interviews with competitive athletes, this article elaborates on a narrative of forward momentum in sport. Participants included thirteen current and former competitive athletes (9 women, 4 men) from various sports and different stages of their sport careers. The athletes engaged in multiple interviews (total = 37 interviews) over six months to explore significant events over the course of their sport career. Using Dialogical Narrative Analysis to guide the analysis (Frank, 2010), the results elaborate on a narrative of forward momentum and the ways it is drawn upon by athletes to make sense of their experiences in sport. A narrative of forward momentum led to athletes feeling ‘swept along’ by the structure of sport. Within this narrative, injuries and illnesses were seen as setbacks that could cause athletes to lose out on the progress they had made and which they would have to ‘catch up’ on; as such, athletes were reluctant to take ‘unsanctioned’ breaks or pauses in their training. We further elaborate on the concept of a contract maintaining a narrative of forward momentum, wherein athletes invested hard work that would eventually ‘pay off’ and which promoted continual training and improvement in order to make progress and maintain momentum. A narrative of forward momentum is</p>

explored as a useful companion story, and as a potentially 'dangerous' companion story (Frank, 2010). The results of this study contribute to research on athletes' sport careers, injuries, savouring and emotional avoidance, and to the discussion of temporality in athletes' sport experiences

## Exploring Durham City

Durham City offers several attractions and activities that provide fantastic leisure opportunities for delegates (and non-delegates) in between Conference activities. Here is a small selection of local attractions that we encourage you to explore in your time in the city!

### River Wear Walk

The River Wear provides several options for you to walk along its banks around the peninsula that house Durham's magnificent castle and cathedral. Three routes below showcase spectacular views and relatively gentle walking for a couple of hours.

#### CIRCULAR ROUTE 1 - 2.8km (1.75 miles)

Leave the Market Place to the right of St Nicholas, Church and take the pedestrian slope on your left down towards the river. Follow the road to your right under Milburngate Bridge and proceed towards the Premier Inn. Cross the car park on your left and go over the river via the Penny Ferry foot bridge. Turn left and walk alongside the river. There are excellent views of Castle and Cathedral along this path. Continue along the path, under Framwellgate Bridge, continuing to follow the river. To your left, as you approach the weir, is one of the most iconic views of the Cathedral.

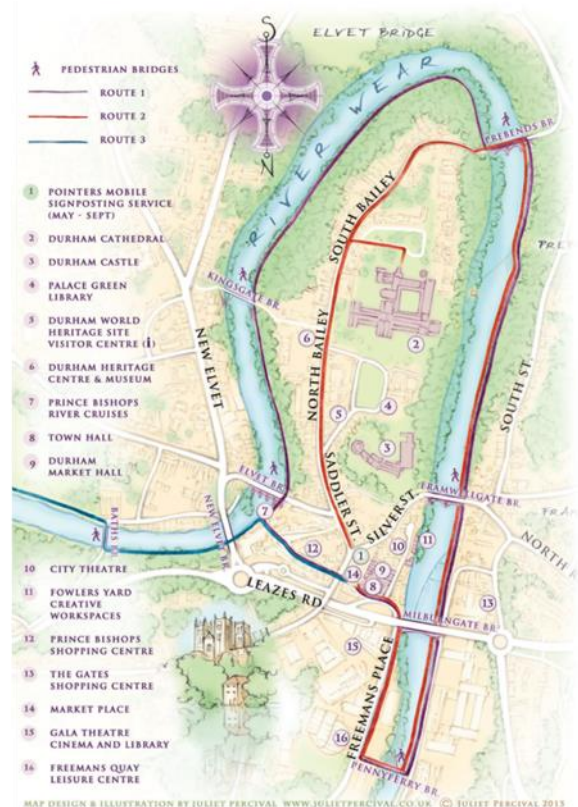
There is a SHORT STEEP INCLINE in the path leading towards Prebends Bridge. Stop a while on the bridge and admire the views. Cross Prebends Bridge and turn right following the river, passing the Countess House on your left before going under the modern footbridge, Kingsgate Bridge. There is then an INCLINE followed by a SHARP DESCENT as the path skirts round a boat house. Head towards, and then under, Elvet Bridge into the lift lobby area at the bottom of the Prince Bishops car park on your left. Take the lift up to the shops and return to your start in the Market Place.

#### CIRCULAR ROUTE 2 - 2.8km (1.75 miles)

Follow Route 1 until you reach Prebends Bridge. Cross Prebends Bridge and follow the road straight ahead (STEEP INCLINE), through the Watergate, and up South Bailey. This is a gradual INCLINE. If you want to visit the Cathedral, turn left through an archway towards the top of South Bailey into the College. Keep the wall on your right for about 100 yards and at end of wall turn right and enter the Cloisters through a tunnel. The Undercroft restaurant and toilets are to your left and the entrance into the Cathedral itself is diagonally opposite where you first entered the Cloisters. Leave the Cathedral the way you entered, back through the arch, turn left and follow the road DOWNHILL via North Bailey and Saddler Street back to the Market Place.

#### ROUTE 3 - 1.9km (1.2 miles) return

From the Market Place cross the road into the Prince Bishops Shopping Centre. Follow the sign for the Car Park. Take the lift down the ground floor, exit the lobby area and turn left. Follow the river to a pedestrian bridge (Baths Bridge). Cross the bridge and look back at the views of the Cathedral. Turn left and follow the river with the University playing fields on your right to the bandstand and statue of the Dun Cow on your left. As you turn round there are stunning views of the Cathedral and Castle. Retrace your route back to the Market Place.



In addition, you **can hire a rowboat** to take you around the River Wear from Browns Rowing Boats from The Boathouse by Elvet Bridge. Visit <https://www.brownsboats.co.uk/> for more information

### Botanical Garden

The 10-hectare Botanic Garden is set amongst beautiful mature woodlands on the southern outskirts of Durham city upon university grounds. The Botanic Garden offers a wide variety of landscapes to explore and discover, with plant collections from around the world, including China, Japan, North America, South Africa, New Zealand and Chile, as well as a woodland garden, alpine garden and bamboo grove. The Botanic Garden has a welcoming visitor centre, native woodland, glasshouses, and a selection of art along the garden paths.

Open 10am – 5pm

Adults: £4

Concession: £3

Students/Children (5-16): £1.50

Infants, Carers, RHS Members: free

### **Durham Cathedral**

Named “the best cathedral on planet earth” by Bill Bryson, Durham Cathedral is one of the most impressive buildings to be seen and is a must for all those visiting the city. Free to enter (£5 suggested donation), the Cathedral’s hosts an array of spectacles, from its inspiring nave to picturesque Cloisters, a must see for all Harry Potter fans. There is an additional booking option to climb the 325 steps to the top of the tower to take in views across the city (£5.50 adult/ £2.50 child).

Open Monday – Saturday 10am – 4pm

Sunday 12 noon - 4pm

### **Durham Market Hall**

Durham Market Hall is the city’s ‘Independent Department Store’. Under one roof there are 40 different traders, and a combination of essentials, things you’ll never find anywhere else on the high street, and really useful services. Where else will you find authentic Turkish lamps? Pre-loved Star Wars figurines ... from when the first films were released? Locally brewed beers? Locally reared meats?

Open 9am – 4.30pm

### **Prince Bishops Place**

Prince Bishops Shopping Centre is Durham city’s number one retail destination. Located just off the historic marketplace, the horse-shoe shaped mall houses leading high street and local retailers.

### **Coffee Spots**

- Flat White Café (ve options available)
- Hotel Indigo Tinderbox Coffee House
- Paddy and Scott’s Coffee Shop
- The Undercroft (Cathedral café)
- Vennels Café
- River Kitchen

- Bean Social (ve)

## **Lunch**

- Flat White Kitchen (ve options available)
- Fat Hippo (ve options available)
- Riverview Kitchen
- Bean Social (ve)

## List of QRSE2022 Delegates

Last Name	First Name	Organisation / Institution
<b>Allen</b>	Jonathan	Leeds Beckett University
<b>Anthony</b>	Justine	Loughborough University
<b>Asare</b>	Francis	University of Waikato
<b>Badenhorst</b>	Marelise	Auckland University of Technology
<b>Bailey (v)</b>	Aly	McMaster University
<b>Bains</b>	Mohan	Swansea University
<b>Bamuhair</b>	Nouf	Loughborough University
<b>Batey</b>	Jo	University of Winchester
<b>Beggan</b>	Angela	University of the West of Scotland
<b>Bennett</b>	Erica	The University of British Columbia
<b>Berrow</b>	Steffan	Sport Wales
<b>Bessey (v)</b>	Meredith	University of Guelph
<b>Bianco</b>	Theresa	Concordia University
<b>Book</b>	Rob	University of South-Eastern Norway
<b>Bowell</b>	Paul	Swinburne University of Technology
<b>Brennan</b>	Cillian	Mary Immaculate College, Limerick
<b>Brighton</b>	James	Canterbury Christ Church University
<b>Broster</b>	Philip	University of Cape Town
<b>Broughton</b>	Karen	University of Worcester
<b>Brown</b>	Kirsty	University of Birmingham
<b>Brown</b>	Georgia	Swansea University
<b>Bundon</b>	Andrea	University of British Columbia
<b>Burgess</b>	Beth	University of Worcester
<b>Burke</b>	Shaunna	University of Leeds
<b>Butler</b>	Debbie	Mind
<b>Butler-Eldridge</b>	Taylor	University of Exeter
<b>Butryn</b>	Ted	San Jose State University
<b>Carroll</b>	Mark	University of Stirling
<b>Caterson</b>	Amy	Sport Wales
<b>Cavallerio</b>	Francesca	Anglia Ruskin University
<b>Clark</b>	Trevor	International College of Management Sydney
<b>Clarke</b>	Nicola	Leeds Beckett University
<b>Clay</b>	Georgia	University of Lincoln
<b>Clift</b>	Bryan	University of Bath
<b>Coates</b>	Janine	Loughborough University
<b>Condie</b>	Graham	The University of Edinburgh
<b>Corsby</b>	Charlie	Cardiff Metropolitan University
<b>Cosh</b>	Suzanne	University of New England
<b>Cronin</b>	Colum	Liverpool John Moores University
<b>Crook</b>	Rachel	University of Toronto
<b>Day</b>	Melissa	University of Chichester
<b>Dean</b>	Nikolaus	University of British Columbia



<b>Dickinson</b>	Adam	Loughborough University
<b>Donnelly</b>	Jordan	University of the West of Scotland
<b>Dove</b>	MaryAnn	University of Cape Town
<b>Downham</b>	Lauren	UK Coaching
<b>Duffell</b>	Thomas	Edge Hill University
<b>Duncan</b>	Chelsea	James Madison University
<b>Dunn</b>	Rachel	University of Toronto
<b>Eccles (v)</b>	Jade	St Mary's University, Twickenham
<b>Edwards</b>	Christian	University of Worcester
<b>Eke</b>	Abimbola	University of Saskatchewan
<b>Ellingworth</b>	Dan	Leeds Trinity University
<b>Elliot</b>	Sam	Flinders University
<b>Emeka</b>	Lloyd	Self-Employed
<b>Evans</b>	Adam	University of Copenhagen
<b>Everard</b>	Ciara	St Mary's University, Twickenham
<b>Farello</b>	Anna	Loughborough University London
<b>Feddersen</b>	Niels	The Norwegian University of Science and Technology (NTNU)
<b>Fletcher</b>	Ruby	Edge Hill University
<b>Foley</b>	Ronan	Maynooth University
<b>Francombe-Webb</b>	Jessica	University of Bath
<b>Furusa</b>	Maita	Swansea University
<b>Glowacki (v)</b>	Krista	University of British Columbia
<b>Gluchowski</b>	Ashley	University of Manchester
<b>Gray</b>	John	Durham university
<b>Griffin</b>	Meridith	McMaster University
<b>Gubby</b>	Laura	Canterbury Christ Church University
<b>Gunning</b>	Scott	University of Winchester
<b>Hahn</b>	McKenzie	Texas A&M University - Kingsville
<b>Hardwick</b>	Amy	Liverpool John Moores University
<b>Harris</b>	Alex	Nottingham Trent University
<b>Haslett</b>	Damian	Loughborough University
<b>Hayton</b>	John	Northumbria University
<b>Herman</b>	Casey	University of Illinois Chicago
<b>Hill</b>	Joanne	University of Bedfordshire
<b>Hoeber</b>	Larena	University of Regina
<b>Hooper</b>	Oliver	Loughborough University
<b>Hopkins</b>	Natalie	University of Leeds
<b>Howe</b>	David	Western University
<b>Humphrey</b>	Kimberley	Chichester University
<b>Hunt</b>	Emily	Brunel University London
<b>Huntley</b>	Tabo	Liverpool John Moores University
<b>Irish</b>	Thomas	Independent Researcher
<b>Jachyra</b>	Patrick	Durham University
<b>Jackman</b>	Patricia	University of Lincoln
<b>Javorina</b>	Dragana	University of Toronto and Special Olympics Ontario

<b>Jenkins</b>	Tirion	Cardiff University
<b>John</b>	Jannika	University of Tübingen
<b>Kamyuka (v)</b>	Denise	Western University
<b>Kelly</b>	Seamus	University College Dublin
<b>King</b>	Eoin	Edge Hill University
<b>Kinnafick</b>	Florence	Loughborough University
<b>Knight</b>	Camilla	Swansea University
<b>Kousalova</b>	Michaela	University of Portsmouth
<b>Krane</b>	Vikki	Bowling Green State University
<b>Kurtoglu-Hooton</b>	Nur	Aston University
<b>Labbe</b>	Delphine	University of Illinois Chicago
<b>Lasota</b>	Polly	Oxford Brookes University
<b>Lev</b>	Assaf	Ono Academic College
<b>Lewis</b>	Kiara	University of Gloucestershire
<b>Lewis</b>	Colin	Liverpool John Moores University
<b>Lockford</b>	Lesa	Bowling Green state University
<b>Long</b>	Jo Ann	Durham University
<b>Macbeth</b>	Jess	University of Central Lancashire
<b>Mannella</b>	Staci	Ball State University
<b>Marks</b>	Kate	Leeds Beckett University
<b>McCarty</b>	Kathleen	Oregon State University
<b>McCulloch</b>	Nicola	Northumbria University
<b>McDougall (v)</b>	Michael	Keystone College
<b>McEwan</b>	Hayley	University of the West of Scotland
<b>McGannon</b>	Kerry	Laurentian University
<b>McKenzie</b>	Graham	University of Portsmouth
<b>Mckeown (v)</b>	Gilly	University of Tasmania
<b>McLellan</b>	Gillian	University of Durham
<b>Meggitt</b>	Ashley	Anglia Ruskin University
<b>Mejías</b>	José	Universitat Autònoma de Barcelona
<b>Miller</b>	Johanne	University of the West of Scotland
<b>Misener</b>	Laura	Western University
<b>Moles</b>	Kate	Cardiff University
<b>Monforte</b>	Javier	Durham University
<b>Monro</b>	Aston	Edge Hill University
<b>Morgan (v)</b>	Siena	Loughborough University London
<b>Musgrave</b>	Francesca	University of Worcester
<b>Nachman</b>	Jessica	York University
<b>Netherway</b>	Jake	Durham University
<b>Nichol</b>	Adam	Manchester Metropolitan University
<b>Norrito</b>	Alessio	Loughborough University
<b>Oblinger-Peters (v)</b>	Violetta	University of Bern
<b>Olive</b>	Rebecca	RMIT University
<b>Østergaard</b>	Lars Domino	Aalborg University
<b>Owen</b>	Robert	Swansea University

<b>Pang</b>	Bonnie	University of Bath
<b>Papathomas</b>	Anthony	Loughborough University
<b>Patel</b>	Devesh	Nottingham Trent University
<b>Pearson</b>	Erin	Western University
<b>Pedmanson (v)</b>	Pille	Plymouth Marjon University
<b>Perks</b>	Sam	Physical Activity Operations Manager, Mind
<b>Peers (v)</b>	Danielle	University of Alberta
<b>Pereira Vargas</b>	Maria Luisa	Loughborough University
<b>Perez Samaniego</b>	Victor	University of Valencia
<b>Phoenix</b>	Cassie	Durham University
<b>Piedra (v)</b>	Joaquín	Universidad de Sevilla
<b>Pina</b>	Ilaria	University of Leeds
<b>Platts</b>	Chris	Sheffield Hallam University
<b>Podlog</b>	Leslie	University of Utah
<b>Pollard</b>	Tessa	Durham University
<b>Poole</b>	Reuben	Swansea University
<b>Pope</b>	Stacey	Durham University
<b>Powis</b>	Ben	Solent University
<b>Prescott</b>	Amy	Brunel University London
<b>Prior</b>	Erin	Loughborough University
<b>Quarmby</b>	Tom	Leeds Beckett University
<b>Quinn</b>	Nancy	Western University
<b>Quinton</b>	Mary	University of Birmingham
<b>Radcliffe</b>	Jon	Leeds Trinity University
<b>Rahtu</b>	Anni	Loughborough University
<b>Ram</b>	Bickram	Loughborough University
<b>Ramis</b>	Yago	Universitat Autònoma de Barcelona
<b>Ramsey (v)</b>	Harry	University of Portsmouth
<b>Ravn</b>	Susanne	University of Southern Denmark
<b>Riazi (v)</b>	Negin	Brock University
<b>Rich</b>	Kyle	Brock University
<b>Richardson</b>	Emma	University of Worcester
<b>Riches</b>	Andie	Anglia Ruskin University
<b>Roderick</b>	Martin	Durham University
<b>Ronkainen (v)</b>	Noora	University of Bern
<b>Rowley</b>	Chris	Leeds Trinity University
<b>Russell</b>	Kate	University of East Anglia
<b>Sandford</b>	Rachel	Loughborough University
<b>Schuster</b>	Suzie	University of Waikato
<b>Sharpe</b>	Lesley	Loughborough University
<b>Shepherd</b>	James	Nottingham Trent University
<b>Shpherd</b>	Amber	Texas A&M University - Kingsville
<b>Simpson</b>	Harley Jean	University of Worcester
<b>Simpson</b>	Richard	Leeds Beckett University
<b>Smith</b>	Matthew	University of Winchester

<b>Smith</b>	Michelle	University of the West of Scotland
<b>Smith</b>	Andy	Edge Hill University
<b>Smith</b>	Brett	Durham University
<b>Soto-Lagos</b>	Rodrigo	Universidad Andres Bello
<b>Sparkes</b>	Andrew	Leeds Beckett University
<b>Stocker</b>	Rachel	Newcastle University
<b>Stodter</b>	Anna	Anglia Ruskin University
<b>Stokoe</b>	Elizabeth	Loughborough University
<b>Strongman</b>	Clare	Anglia Ruskin University
<b>Szedlak</b>	Chris	Hartpury University
<b>Tamminen</b>	Katherine	University of Toronto
<b>Tang</b>	Wai Man	The Chinese University of Hong Kong
<b>Taylor</b>	Katie	Nottingham Trent University
<b>Thrower</b>	Sam	University of Roehampton
<b>Tidmarsh</b>	Grace	University of Birmingham
<b>Torregrossa</b>	Miquel	Universitat Autònoma de Barcelona
<b>Townsend</b>	Robert	University of Waikato
<b>Valentine</b>	Samuel	Huddersfield Town AFC Foundation
<b>Vaughan</b>	Steven	Liverpool John Moores University
<b>Vergeer</b>	Ineke	University of Southern Queensland
<b>Wachsmuth (v)</b>	Svenja	University of Tübingen
<b>Wadey</b>	Ross	St Mary's University
<b>Walters</b>	Simon	Auckland University of Technology
<b>Wang</b>	Bingjie	Loughborough University
<b>Wang</b>	Wei	Durham University
<b>Ward</b>	Sarah	Edge Hill University
<b>Washiya (v)</b>	Yosuke	Tohoku University
<b>Wheaton</b>	Belinda	University of Waikato
<b>Wheeler (v)</b>	Stephanie	University of Illinois at Urbana-Champaign
<b>Whitehead</b>	Amy	Liverpool John Moores University
<b>Wilcock</b>	Rachel	Edge Hill University
<b>Wilcock</b>	Laura	Leeds Beckett University
<b>Williams</b>	Toni	Durham University
<b>Wiltshire (v)</b>	Gareth	Loughborough University
<b>Zamora-Solé</b>	Rocío	Universitat Autònoma de Barcelona.
<b>Zhao (v)</b>	Kaixi	Loughborough University
<b>Zhuotong</b>	Wu	Durham University

V = Virtual Delegate

